

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
May 3-4, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman
A.L. Collins, Vice Chairman
Dan Forest, Lt. Governor
Gregory Alcorn
Amy White
Eric Davis

Wayne McDevitt
Reginald Kenan
Rebecca Taylor
Patricia Willoughby
Todd Chasteen
Olivia Oxendine

Also present were:

Mark Johnson, State Superintendent
Amanda Bell, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor

Melody Chalmers, Principal of the Year Advisor
Bobbie Cavnar, Teacher of the Year Advisor
Yates McConnell, Senior Student Advisor

CALL TO ORDER AND INTRODUCTION

SBE Chairman Bill Cobey called the Wednesday session of the May 2017 State Board of Education (SBE) meeting to order and declared the Board in official session. Chairman Cobey welcomed all visitors, online listeners, and Twitter followers and noted that today's meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board's website.

Chairman Cobey explained that, on Tuesday, May 2, 2017, the State Board held its spring Planning and Work Session to begin stakeholder input sessions on Every Student Succeeds Act components for our State plan. The sessions began with input from superintendents who worked with DPI staff on ESSA requirements. Chairman Cobey noted that these superintendents subsequently developed recommendations to the Board and the Department, primarily regarding the accountability and assessment portions of ESSA but other components of the plan were also discussed. He also stated that the Board will repeat this type of stakeholder session in conjunction with the June meeting. Chairman Cobey reminded the everyone that the date is Tuesday, May 30 – the day after our Memorial Day holiday and will elaborate more on our next session in his comments on Thursday.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting members became aware of an actual or apparent conflict of interest, that they bring the matter to the

Education Building, Raleigh	Wednesday, May 3, 2017	Board Room, 10:00 AM
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attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

APPROVAL OF AGENDA

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on Simbli eBoard and had been available for Board members review. He requested a motion for approval.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Patricia Willoughby, and seconded by Gregory Alcorn, the Board voted unanimously to approve the State Board of Education meeting agenda for May 3 and May 4, 2017.

Chairman Cobey then recognized Mr. Eric Davis, Committee Chair of the Student Learning and Achievement Committee.

SLA Committee Chair Eric Davis called the May 2017 Student learning and Achievement Committee meeting to order.

ACTION

SLA 1 – State Advisory Council of Indian Education Annual Report

Policy Implications:

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship

Objective 1: Increase the cohort graduation rate

Goal 5: Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 3: Every student, every day has excellent teachers

Objective 1: Develop and support high effective teachers

Objective 2: Develop and support highly effective principals

Goal 5: Every student is healthy, safe, and responsible

Objective 1: Create and maintain a safe and respectful school environment

Objective 3: Decrease the number of students who are chronically absent, dropout, or suspended out of school

Objective 4: Decrease violence and crime in schools

Presenter(s): Mrs. Alisa Hunt-Lowery (Chairperson, State Advisory Council on Indian Education), Dr. Felicia Turner (State Board Liaison, NC Department of Public Instruction), and Dr. Susan Silver (DPI Liaison)

Description:

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, the Council analyzes the academic performance of American Indian students in North Carolina's public schools outlining major findings and recommendations to the State Board of Education.

The full report analyzes student achievement data from the 2013–2016 performance on state tests, SAT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates and compares the performance of North Carolina's American Indian students to that of other representative student groups. The data reveal disparities between American Indian student performance and statewide performance. An electronic copy of the report has been provided to the Board and will be posted to <http://www.ncpublicschools.org/americanindianed/reports/>.

Recommendations:

The Council requests the State Board of Education accept the recommendations presented in the report in order to promote increased achievement among American Indian students.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Susan Silver to lead this item.
- Dr. Silver stated that this item is being presented for action and that the Board accept the recommendations presented in the report.
- No additional comments were made.

This item is presented for Action during the May 2017 State Board of Education meeting. (See Attachment SLA 1)

ACTION

SLA 2 – Update to READY Accountability Annual Performance Standards Policy

Policy Implications:

SBE Strategic Goal:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Director) and Dr. Tammy Howard (Director, Accountability Services)

Description:

Currently eighth grade students taking NC Math 1 take both the “regular” state end-of-grade (EOG) assessment for eighth grade and the end-of-course (EOC) test for NC Math 1. Section §200.5 of the Every Student Succeeds Act of 2015 (ESSA) codifies an exemption for students enrolled in advanced mathematics while in middle school to avoid double testing. The exemption applies only to eighth graders and only to states in which the EOC math assessment is the same assessment that the state administers to high school students. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement and participation. The regulation goes on to direct that when the students who receive the exemption are in high school, the substitute required high school assessment could be either a more advanced state assessment than the assessment taken in eighth grade or a nationally recognized high school academic assessment in mathematics.

Given that the purpose of the ESSA provision is to avoid double-testing of students taking advanced mathematics coursework, it is recommended that the ESSA middle school mathematics exemption be included in State Board of Education policy ACCT-021 and become effective with the 2017–18 school year. Additionally, it is recommended that the policy specifies that NC Math 1 students in eighth grade must take the NC Math 3 end-of-course assessment for federal accountability in high school.

Recommendations:

It is recommended that the SBE include in policy ACCT-021 the ESSA middle school mathematics exception and the requirement specifying that NC Math 1 students in eighth grade must take the NC Math 3 end-of-course assessment for federal reporting in high school.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tammy Howard to present this item.
- Dr. Howard reminded the Board that this item references eighth grade students taking NC Math 1 for assessment purposes currently take both the NC Math 1 and the End of Course test and the eighth-grade mathematics assessment.
- She noted that this policy as allowed by ESSA would permit the NC Math 1 students to only take NC Math 1 as their eighth-grade assessment.
- Dr. Howard shared that a webinar was held last month and provided a survey that asked two questions. In response to whether they are in favor of this policy or opposed to of the elimination of double testing at grade eight, seventy-three percent were in favor. The second question was whether to have a higher math assessment – NC Math 2 or NC Math 3. She shared it was 50/50 and that DPI would like to recommend Math 3.
- Dr. Oxendine asked when will an eighth-grade student effected by this policy must take another math assessment. Dr. Howard replied that eighth-grade students in 2017-18, taking the NC Math 1 assessment, would not have to take the end-of-grade math assessment. Ninth grade students would take Math 2 and would have an NC Final Exam. In the tenth-grade students, would take NC Math 3 and an end-of-course exam. Dr. Howard added that the NC Math 3 would not be implemented until 2019-20.
- Mr. McDevitt asked if the critical issues could be parsed out related to accountability. He also asked Dr. Williamson if superintendents had weighed in on this issue. Dr. Williamson replied that the superintendents had this conversation and that it was split 50/50.
- Mr. Collins asked how do you bank the scores. Dr. Howard replied that with Federal accountability, we are only looking at grade eight – only using the grade eight mathematics test scores; and the NC Math 1 test scores are banked into the students for tenth grade to be used for federal accountability. Dr. Howard

noted for state accountability, we are currently using in the school performance grades, both end-of-course and eighth-grade mathematic assessment scores.

This item is presented for Action during the May 2017 State Board of Education meeting. (See Attachment SLA 2)

DISCUSSION

SLA 3 – Change to Course for Credit Policy

Policy Implications:

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
3. Reduce the percentage of students needing remediation in post- secondary education
4. Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education

1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Mrs. Sneha Shah Coltrane (Director, Division of Advanced Learning)

Description:

NCDPI recommends that dual enrollment college courses that are 1-2 credit hours per semester change from receiving one full high school credit to receiving no high school credit. These courses only typically meet 1-2 hours for 16 weeks. Currently, a one hour-a-week course would receive the same credit and course weighting as a year-long high school course, a college Anatomy and Physiology course or an AP Statistics course. NCDPI has received several calls from school districts expressing concern with the current policy because they do not see it as an equitable credit, especially considering the revisions to the weighting policy that is being implemented with next year’s junior class as they enroll in Career and College Promise. NCDPI also recommends clarifying that college courses that receive high school credit must be part of a curriculum program to support equitable credit.

Recommendations:

The State Board of Education is asked to review and provide feedback on the proposed changes to the existing policy.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Ms. Shah-Coltrane to present this item.
- Ms. Shah-Coltrane stated that they need to get feedback from the Board regarding this policy and that it is an urgent issue within some school districts.
- She reported that the issue is, as they further integrate K-12 system with higher education, DPI is still working through how to do it effectively. Ms. Shah-Coltrane noted that one of the challenges is how to translate semester hours to high school transcripts. She stated that some courses that only meet for one hour a week per semester which is approximately sixteen hours of instruction. These courses transfer to 1-4-hour high school credit. She reported that what could potentially happen is that a one hour semester

course would have the same credit and weight on a high school transcript as some other courses. She stated that school districts and staff feel that it is an equitable match and the challenge is how to merge these courses.

- Ms. Willoughby stated that we need more clarity around this based on Tuesday's session. Ms. Shah-Coltrane added that these are pre-requisite courses.
- Dr. Oxendine asked about not giving the student high school credit for certain courses. Ms. Shah-Coltrane replied that was one potential idea, and that the grade and instruction will still appear on the community college transcript.

This item is presented for Discussion during the May 2017 State Board of Education meeting. (See Attachment SLA 3)

DISCUSSION

SLA 4 – Extended Content English Language Arts K-12

Policy Implications:

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.2: Graduate students prepared for post-secondary education.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer), Mr. William J. Hussey (Director, Exceptional Children Director), Ms. Dreama McCoy (Section Chief, Exceptional Children), and Ms. Ronda Layman (Consultant, Severe & Multiple Disability)

Description:

In fulfillment of policy SCOS-012, the newly adopted English Language Arts (ELA) K-12 standards was approved by the State Board of Education in April 2017. Students with significant cognitive disabilities must be provided access to the State standards by aligning instruction and assessments. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted ELA K-12 standards. Students with significant cognitive disabilities constitute less than 1% of the student population. Although these students are identified as having significant challenges, they are capable of learning at a level that engages and challenges them.

This month, the draft of the revised standards (now named Extended Content English Language Arts K-12) are presented for discussion. Public comments are currently available online for thirty days.

Recommendations:

It is recommended that the State Board of Education approve the proposed new alignment of the NC Extended Content Standards ELA K-12 at the June 2017 State Board meeting.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Pitre-Martin to present this item.
- Dr. Pitre-Martin reminded the Board that the K-12 English Language Arts content standards were approved last month. She noted that per federal requirements, the state is required to align with the approved ELA and the extended content standards for students with disabilities. Dr. Pitre-Martin introduced Ms. Dreama

McCoy and Ms. Ronda Layman from the Exceptional Children Division, along with two teacher leaders who have worked with them in revising these standards.

- Ms. Layman defined Extended Content Standards (ECS) as alternative achievement standards for students with significant cognitive disabilities.
- Ms. Layman described Significant Cognitive Disability (SCD) students as students who have a severe and pervasive delay in all areas of communication, daily living, self-help, linguistic, conceptually, adaptively and academic development.
- Ms. Layman introduced Ms. Wiggs and Ms. Kennedy who helped with the revisions of the standards and are considered leaders in their areas. Ms. Wiggs is an exceptional children instructional coach in Pitt County. She shared that the revisions that were made align with classroom practices with what the students can achieve.
- Ms. Kennedy is a teacher from Pamlico County. She believes that the new standards are a good fit. Ms. Kennedy stated that she never underestimates the students and wants them to be independent students. Dr. Oxendine asked if they have taken part in any local benchmarks or pacing guides. Ms. Layman replied, historically no, with such diverse backgrounds, standards are integrated into other subject areas.
- Superintendent Johnson thanked the teachers for all they do and noted that it is important work.

This item is presented for Discussion during the May 2017 State Board of Education meeting. (See Attachment SLA 4)

DISCUSSION

SLA 5 – K-8 Mathematics Standard Course of Study Revisions

Policy Implications: SBE SCOS-012

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from school prepared for work, further education, and citizenship

Objective 1.2: Graduate students prepared for post-secondary education

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic Services), Dr. Tiffany Perkins (Director Curriculum, Instruction and Standards) and Dr. Jennifer Curtis (Section Chief, K-12 Mathematics)

In fulfillment of policy SCOS-012, a review and revision of the K-8 mathematics standards has been conducted. The first draft of the standards was shared with local education agencies across the state to obtain a first round of feedback before public comment. The results of the initial feedback was compiled and considered by the Data Review Committee and writing teams and informed the second draft of the standards. The second draft of the standards has been shared with the public.

Recommendations:

It is requested that the State Board provide feedback and input on the proposed changes and return the item for approval at the June 2017 State Board of Education meeting.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Pitre-Martin to present this item.
- Dr. Pitre-Martin gave an update on the short-term and long-term solutions on reviewing our content standards. She stated that after meeting with the Superintendent Johnson, we are prepared to make the following recommendations: In looking at the K-8 math standards, we are proposed to consult through our

Chief Counsel of State School Officers (CCSSO) Math Content Expert Network to seek external reviews from Virginia, Kentucky, Ohio, Utah, Indiana, and Minnesota.

- She discussed a long-term solution when talking about content standards using the six steps in the development and implementation of either a new or a revised standard course of study. The long-term solution would be to review SBE policy to determine if revisions should be made to add an external, peer, or 3rd party review to the process.
- Chairman Cobey asked what are the next standard the Board will review next. Dr. Pitre-Martin replied that as a team, we want to have more internal discussion about what could possibly be next. Chairman Cobey asked if we are heading for external reviews for all standards as they come up. Dr. Pitre-Martin replied that in bringing revised policies to the SBE, the discussion regarding the next round of standards revisions would begin, adding that the policy is essential before beginning that next standards revision process.
- Ms. Bell asked what criteria was used to select these states. Dr. Pitre-Martin replied that they wanted a mix of states that had used Common Core or not used Common Core, based on what were content standards in that state.

This item was presented for Discussion during the May 2017 State Board of Education meeting. (See Attachment SLA 5)

MOVED TO ACTION ON FIRST READING DISCUSSION

SLA 6 – State Advisory Council on Indian Education Nominees for Membership

Presenter(s): Dr. Susan Silver (DPI Liaison to State Advisory Council on Indian Education)

Description:

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, Council membership is determined based on recommendations from the NC Commission of Indian Affairs Board, with review and final approval of all nominees by the NC State Board of Education.

The State Advisory Council on Indian Education (SACIE) has six members whose terms will be ending June 30, 2017. The NC Commission of Indian Affairs approved and is recommending six nominees to fill those vacancies. The nominees include three educators and three parents. Attached is a letter from the Commission of Indian Affairs and a packet for each nominee. Packets that include an application for membership, a letter of recommendation, and a resume for each nominee are available.

Recommendations:

The NC Commission of Indian Affairs Board recommends that the SLA committee approve the six recommended nominees.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Silver to present this item.
- Dr. Silver reminded the Board that State Advisory Council on Indian Education (SACIE) is a fifteen-member council, currently three are appointed, and the rest are recommended and approved by the State Board of Education in partnership with the NC Commission on Indian Affairs.
- She stated that in June, six members' terms will expire, and the NC Commission on Indian Affairs Education Committee has recommended six nominees, three parents and three educators.
- This item was moved to Action on First Reading with no objections.

This item is presented for Discussion and was moved to Action on First Reading during the May 2017 State Board of Education meeting. (See Attachment SLA6)

NEW BUSINESS

- **Every Student Succeeds Act (ESSA) Update**
 - ❖ **Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)**
 - ❖ **Dr. Tammy Howard (Director of Accountability Services)**

Dr. Fabrizio presented the monthly update on ESSA and noted that President Trump signed an Executive Order on April 26, 2017, to review all USED regulations and guidance documents. Dr. Fabrizio stated that the Executive Order directs the department to release a report in three hundred days from the signing of it. He shared that on May 1, we posted our new revised draft ESSA state plan using the newly revised template. Dr. Fabrizio talked about assurances noting that all state superintendents had to sign a list of assurances that would allow the USED to continue to send federal funds to the states. After the repeal, a review of the assurances to make sure that they were not requiring something that was no longer required with the repeal of the regulations. He also stated that recently the USED posted some draft assurances and gave states until Friday, May 5, 2017, to make any comments about those draft assurances. He noted that all states will have to sign the official list of assurances by June 2.

Dr. Fabrizio talked about three House Bills that made pass-through that either relate to school performance grades or to ESSA. H.B. 87 mandates that the state not submit its' plan until the USED until the week prior to the final allowable date. He noted that the allowable date is September 18, 2017. H.B. 322 would change 80/20 performance versus growth to 50/50. H.B. 458 would mandate having a separate score for school achievement versus school growth. Chairman Cobey stated that it has generally been the Board's position to want more growth factored in, and that their preface is for one score as oppose to two. Mr. McDevitt agreed with the Chairman that 50/50 would be the best.

Dr. Howard talked about the flexibility for high schools to use a nationally recognized assessment in lieu of the State Assessments (NC Math 1, English II, and Biology.) She stated that the federal law allows for this replacement of assessments being used for some districts and the state. Dr. Howard reported that is a state decision as to whether to allow this option. The state must decide whether its district and/or charter schools may possibly use a nationally recognized assessment, for example: ACT, SAT, or Smarter Balanced in lieu of the state assessments. She noted that once a state says yes or no, and some states are saying no, then the LEA or charter school initiates the process, and they work with the state to work through this process.

Dr. Howard also noted that none of these assessments could be used in this compacity today. She talked about several critical aspects that would need to be addressed such as the alignment of the assessment, and the academic achievement levels. She shared schools that would use the nationally recognized assessment would then be in their own growth analysis pool for EVAAS reporting. She also noted that if a district avails themselves of this, then the district must use this assessment for all the schools in its district. Dr. Howard stated that they are asking for direction from the Board as to whether to pursue this. Dr. Howard noted that it would probably take a least two years, if not three to get this in place.

ADJOURNMENT

Indicating no other business, SLA Committee Chair Eric Davis adjourned the May 2017 SLA Committee meeting.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

EICS Committee Chair Rebecca Taylor called the May 2017 Education Innovation and Charter Schools (EICS) Committee meeting to order.

ACTION

EICS 1 –Restart School Applications: Gaston County Schools, Kannapolis City Schools, and Edgecombe County Schools

SBE Strategic Goals:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

Description:

Recurring Low Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Student Learning and Achievement and the Department have received a number of Reform Model applications from across the state listed by LEA below. These applications are posted for review and will be processed by the Department, read, reviewed by necessary Divisions, and potentially edited in preparation for their approval at the April State Board Meeting.

Applications Submitted for Approval: 42 Reform Model Applications are being submitted for approval. The following list includes the name of the school district and school.

Gaston County Schools

1. Bessemer City Central Elementary School
2. Hunter Huss High School
3. Sadler Elementary
4. Sherwood Elementary School
5. Southwest Middle School
6. Woodhill Elementary School

Kannapolis City Schools

1. Kannapolis Middle Schools
2. A.L. Brown High School

Edgecombe County Public Schools

1. North Edgecombe County High School
2. Phillips Middle School

Charlotte Mecklenberg Schools

1. Allenbrook Elementary School
2. Ashley Park School
3. Billingsville Elementary
4. Druid Hills Academy
5. Greenway Park Elementary School
6. Huntingtowne Farms Elementary School
7. Newell Elementary School
8. Reid Park Academy
9. Sedgefield Elementary School
10. Stony Creek Elementary School
11. Sterling Elementary School
12. Tuckaseegee Elementary School
13. Walter Byers School

Pitt County Schools

1. Falkland Elementary School
2. Northwest Elementary School

Elizabeth City/Pasquotank Schools

1. Pasquotank Elementary School
2. River Road Middle School
3. P.W. Moore Elementary School (Transformation)
4. Elizabeth City Middle School (Transformation)

Rowan Salisbury (With Addendum that applies to all applications)

1. China Grove Elementary School
2. North Rowan Elementary School
3. Hurley Elementary School
4. Carroll T Overton Elementary School
5. H D Isenberg Elementary School
6. Knollwood Elementary School
7. Elizabeth Duncan-Koontz Elementary School
8. Landis Elementary School
9. Erwin Middle School
10. West Rowan Middle School
11. Corriher-Lipe Middle School
12. Southeast Middle School
13. North Rowan High School

Recommendations:

It is recommended that the State Board review and discuss these applications.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Nancy Barbour to lead this item.
- Ms. Taylor reported that Dr. Barbour presented 42 applications last month for the restart school applications to be considered for approval.
- Dr. Barbour reported that Kannapolis City has asked that DPI remove Kannapolis Intermediate School. She added that they are going to redesign the school to become an elementary school.
- She also reported that they received an addendum request from Rowan/Salisbury Schools.
- Dr. Barbour noted that we have broken the 100 mark for applications for restart and transformation applications.

This item is submitted for Action during the May 2017 State Board of Education meeting. (See Attachment EICS 1)

ACTION ON FIRST READING

EICS 2 – 2017 Application Timeline and Process

Policy Implications: SBE Policies CHTR-12 and GS 115C.218

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

Per State Board of Education (SBE) Policy CHTR-12 and GS 115C.218, the SBE must establish and approve the charter school application process and timeline prior to each application round. The Charter Schools Advisory Board (CSAB), with recommendations from the Office of Charter Schools (OCS), now recommends a timeline and process for the 2017 application round for applicants proposing to open in 2019 (attached).

Additionally, as part of this recommendation includes approving the Charter Agreement for new schools opening in 2017 and existing schools with renewal terms expiring in 2017. The proposed changes help provide clarity and compliance with statutory requirements.

Recommendations:

It is recommended that the State Board of Education approve the proposed timeline and process.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Townsend-Smith for this item.
- Dr. Townsend-Smith presented the application timeline and process for applicants that are proposing to open in 2019. She noted that they are proposing to use the same timeline and process pending any legislative changes.

Education Building, Raleigh	Wednesday, May 3, 2017	Board Room, 10:00 AM
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- Dr. Townsend-Smith stated that action today would allow DPI to make appropriate changes.
- She also noted that they were seeking approval from the Board regarding changes to the charter agreement for those schools opening in 2017 or renewing in 2017.

This item is presented for Action on First Reading during the May 2017 State Board of Education meeting. (See Attachment EICS 2)

DISCUSSION

EICS 3 – Recommendations for Charter Schools Proposing to Open 2018-19

Policy Implications: SBE Policy# CHTR-013

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), Mr. Alex Quigley (Chair, NC Charter Schools Advisory Board), and Mr. Steven Walker (Vice Chair, Charter Schools Advisory Board)

The State Board of Education (SBE) annually adopts a process and timeline by which the NCDPI Office of Charter Schools manages the solicitation and review of applications to operate a charter school in NC. At the end of this process, the SBE receives recommendations from the NC Charter Schools Advisory Board (CSAB) regarding which applications for charters should be approved. This year's recommendations from the CSAB are for schools that would open for the 2018-19 school year.

On September 19, 2016 (deadline extended due to technical difficulties), thirty-eight (38) applicants submitted applications ahead of the 5:00 PM (EST) deadline. The Office of Charter Schools reviewed all thirty-eight (38) of those applications to ensure that they were complete. Seventeen (17) applications were certified to be incomplete. Consistent with the State Board-approved application timeline and process and per statute, any applicant group whose application was deemed incomplete was then granted five (5) business days to submit any missing information. At the end of this "second chance" process, fourteen (14) of the seventeen (17) incomplete applications were deemed complete. Three (3) of the applications deemed incomplete initially, submitted information to complete their application at a later time during the process.

From September through December 2016, external evaluators possessing multiple years of experience in the areas of finance, governance, operations, and academics, read the thirty-eight (38) submitted applications and provided feedback on them through a standard rubric to inform the CSAB's review and decision-making. All thirty-eight (38) applications (along with clarification documents, where applicable) were forwarded to the CSAB Policy and Performance committees for review. Thirty-eight (38) applicant groups were provided an in-person clarification opportunity in front of the CSAB committees regarding any item in the application that the external reviewers deemed to be less than clear. Following the in-person clarification opportunity, the CSAB committee discussed and made a recommendation to the full CSAB on which applicant groups would receive a one-hour interview opportunity with the full CSAB.

The CSAB invited twenty-four (24) of thirty-eight (38) applicant groups to be interviewed by the full CSAB. Each applicant group was provided the opportunity to respond to questions posed by the CSAB concerning deficiencies and clarification from the submitted application. At the end of the one-hour

Education Building, Raleigh	Wednesday, May 3, 2017	Board Room, 10:00 AM
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deliberations regarding each applicant group, the CSAB voted whether to recommend the group to the SBE as ready to enter the Planning Year.

The CSAB met on November 15, 2016; December 8-9, 2016, January 9 -11, 2017, February 6-7, 2017, March 6, 2017 and April 10-11, 2017; and, consistent with the SBE-approved timeline, finalized all application recommendations in time to submit the recommendations below to the SBE in May 2017.

The CSAB disposition for each of the thirty-eight (38) complete 2017 applications is as follows:

School (County)	Recommendation (Vote)	CSAB Meeting Date
Anson Charter Academy (Anson County) 8	Approve (11-0)	February 6, 2017
Ascend Leadership Academy: Lee (Lee County)	Approve (11-0)	February 7, 2017
Bonnie Cone Classical Academy (Mecklenburg County)	Approve (5-3; CT, AQ, ES dissenting; AH, PG absent)	December 9, 2016
Carolina Charter Academy – A CFA (Wake County) 7	Approve (7-0; JM, TH recused; ES, AQ absent)	April 10, 2017
Davidson Charter Academy (Davidson County) ^{7 & 9}	Approve (7-0; JM, TH recused; ES, AQ absent)	
East Voyager Academy (Mecklenburg County) 9 & 10 - <i>strongly encourage to amend school name</i>	Approve (8-0; ES, AQ, CT absent)	April 11, 2017
Essie Mae Kiser Foxx Charter School (Rowan County) 3	Approve (8-0; ES, AQ, CT absent)	
Global Achievers School (Nash County)	Approve (7-0; ES, AQ, CT, TS absent)	
Monroe Charter Academy (Union County) 8	Approve (6-3; CT, SR, TS dissenting; ES, AQ absent)	April 10, 2017
Moore Montessori Community School (Moore County) 10	Approve (11-0)	February 7, 2017
Next Generation Academy (Guilford County)	Approve (11-0)	February 6, 2017
Raleigh Oak Charter School (Wake County)	Approve (11-0)	
The Experiential School of Greensboro (Guilford County)	Approve (8-0; ES, AQ, CT absent)	April 10, 2017
The Paideia Academy (Cabarrus County)	Approve (8-0; ES, AQ, CT absent)	April 11, 2017
West Lake Preparatory (Lincoln County) 2 – <i>must change foundation name</i>	Approve (7-2; ES, TS dissenting; PG, AH absent)	December 8, 2016
Apprentice Academy of NC (Union County) 10	Do Not Approve (7 - 3; TH, AH, PG)	February 6, 2017
Ascend Leadership Academy: Durham (Durham County)	Do Not Approve (8 - 1; AH dissenting; PG absent)	January 12, 2017
Bishop George W. Brooks Academy (Guilford County) 11	Do Not Approve (7-1; AH dissenting; PG, TS absent)	January 10, 2017
Carolina Experimental School (Wake County) 5	Do Not Approve (8 – 2; AH, PG dissenting; TS absent)	March 6, 2017
CE Academy (Wake County)	Do Not Approve (7-1; AH dissenting; PG, TS absent)	January 10, 2017
Clara Science Academy (Mecklenburg County)	Do Not Approve (9-0; PG, AH absent)	November 15, 2017
Doral Academy (Wake County) 6	Do Not Approve (10 – 0; TS absent)	March 6, 2017

School (County)	Recommendation (Vote)	CSAB Meeting Date
Eldred Montessori Secondary School (Durham County)	Do Not Approve (9 – 1; PG dissenting; TS absent)	
Hobgood Academy Charter School (Halifax County)	Do Not Approve (6-2; TH, SW dissenting; PG, AH absent)	November 15, 2017
Infinite Hope Preparatory (Guilford County)	Do Not Approve (10 – 0; TS absent)	March 6, 2017
Inner Banks Innovation Academy (Beaufort County)	Do Not Approve (7 – 4; PG, SR, AH, TH dissenting)	February 7, 2017
Kaleidoscope Charter High School (Wake County)	Do Not Approve (5-4; AH, PG, SW, TH dissenting; ES, AQ absent)	April 10, 2017
Legacy STEEL Academy (Guilford County) 5	Do Not Approve (9-0; PG, AH absent)	November 15, 2017
Myrtis Simpson Walker Academy for Boys (Mecklenburg County) 10	Do Not Approve (9 - 0; PG, TS absent)	January 11, 2017
Prep Academy (Duplin County)	Do Not Approve (9-0; PG, AH absent)	November 15, 2017
Ridgeview Charter School (Gaston County)	Do Not Approve (6 – 2; SW, TH dissenting; PG, TS absent)	January 10, 2017
Ronald Reagan Academy (Robeson County)	Do Not Approve (8 – 2; TH, SW dissenting; PG, AH absent)	December 9, 2016
Union Preparatory Academy at Weddington (Union County) 2	Do Not Approve (6 – 2; TH, JM dissenting; SW recused; PG, AH absent)	December 8, 2016
Young Inspiration STEAM Academy (Mecklenburg County)	Do Not Approve (10-0; PG absent)	January 12, 2017
Emereau: Roanoke Valley (Halifax County)	N/A – Withdrew 1/26/2017	
High Point Charter Academy (Guilford County) 1	N/A – Withdrew 12/5/2016	
Hillside Academy (Gaston County)1	N/A - Withdrew 12/2/2016	
North Wake Preparatory Academy (Wake County) 1 & 4	N/A - Withdrew 11/30/2016	

Notes:

Education Management Organizations

- 1 = National Heritage Academies
- 2 = Charter Schools USA
- 3 = Torchlight
- 4 = PrepNet
- 5 = Edison
- 6 = Doral

Support Organizations

- 7 = A Challenge Foundation – CFA
- 8 = Goodall Consulting
- 9 = Leaders Building Leaders
- 10 = Accelerator Program
- 11 = Next Generation Academy

Charter Schools Advisory Board (CSAB) Members

AQ = Alex Quigley
 SW = Steven Walker
 JM = Joseph Maimone
 CT = Cheryl Turner
 SR = Sherry Reeves
 TH = Tony Helton
 AH = Alan Hawkes
 PG = Phyllis Gibbs
 ES = Eric Sanchez
 HP = Hilda Parlér
 TS = Tammi Sutton

The completed application rubric and impact statement(s) for each school are located on the following Office of Charter School webpage: <http://www.dpi.state.nc.us/charterschools/applications/submitted/2018-19/>.

Each applicant approved by the SBE will begin a Planning Year program that includes detailed training from appropriate staff within the Department of Public Instruction regarding how to operate a charter school successfully in NC. Per SBE Policy CHTR-013, “final approval of the charter will be contingent upon successfully completing the planning program requirements.” The SBE will revisit the charter approval as the end of the Planning Year approaches to determine if the school has met the requirements to be considered “Ready to Open.”

Recommendations:

The NC Charter Schools Advisory Board recommends that the State Board of Education accept its recommendations for the proposed applicants, including those schools recommended to receive a charter to open in 2018-19 contingent upon the successful completion of the Planning Year requirements.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Alex Quigley and Mr. Steven Walker to lead this item. She noted that there were thirty-eight applications for this cycle.
- Mr. Quigley summarized some items regarding this application cycle. He shared with the Board that some improvements had been made to the evaluation process. Mr. Quigley noted that the interview components had been broken down into two distinct interviews – a clarification interview in front of a committee of the CSAB, and a final interview in front of the full CSAB if passed at the committee level. This allowed CSAB to thoroughly evaluate each submitted application and short list those for final approval based on the quality of the application.
- Mr. Quigley shared that they had fifteen applicantes that were being recommended for ready-to-open status and nineteen applicantes that are not being recommended to move forward.
- Dr. Oxendine inquired if there was an operative definition for classical education. Mr. Quigley replied yes, and that the CSAB members are very familiar and knowledgeable with classical education and are firm believers in it. He also highlighted members on the CSAB who have implemented the classical education model successfully by referencing Mr. Joe Maimone and Mr. Tony Helton.
- Ms. Taylor inquired about specific charters with unique circumstances, including those schools recommended to receive a charter to open in 2018-19 contingent upon the successful completion of the Planning Year requirements.

This item was presented for Discussion during the May 2017 State Board of Education meeting. (See Attachment EICS 3)

DISCUSSION

EICS 4 – Recommended Changes to Charter Amendments for Existing Public Charter Schools (CHTR-014)

SBE Strategic Goals:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Per a recommendation from the Office of Charter Schools (OCS), the Charter Schools Advisory Board (CSAB) now recommends that the State Board of Education amend its current policy on "Charter Amendments for Existing Public Charter Schools." Currently, the SBE must issue its approval on certain material revisions to charter applications; while granting OCS the ability to process other requests without the SBE taking action.

The suggested changes will grant OCS the ability to process more requests on behalf of the SBE. As outlined in the suggested policy changes, broadening the scope of OCS approval does not eliminate the requirement for schools to first seek approval before implementing a material change, nor does this change eliminate the requirement of SBE/CSAB review or recommendation if needed

At its April 11, 2017 meeting, the CSAB deliberated and determined the final changes to the policy for charter schools seeking an amendment. The attached draft policy reflects the CSAB recommendation based on feedback from the Office of Charter Schools and other divisions within NC Department of Public Instruction.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve the new policy.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Quigley to lead this item.
- Mr. Quigley stated that this amendment would allow the Office of Charter Schools the ability to approve amendments that are straightforward without it having to go through the State Board of Education.
- He noted that the SBE will retain the authority for major changes.

This item is presented for Action on First Reading during the May 2017 State Board of Education meeting. (See Attachment EICS 4)

DISCUSSION

EICS 5 – Recommended Changes to Planning Year for New Preliminary Charter Schools CHTR-013

SBE Strategic Plans:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

Per a recommendation from the Office of Charter Schools (OCS), the Charter Schools Advisory Board (CSAB) now recommends that the State Board of Education amend its current policy on "Planning Year for Charter Schools." Specifically, the CSAB is recommending changes in the Acceleration component of the policy.

Since the Acceleration component was added to the Planning Year policy in October 2013, only one (1) school has been able to meet the criteria to qualify for acceleration (Northeast Academy of Aerospace and Advanced Technologies). The criteria of partnering with a two or four-year institution and verifying the absence of a charter school in the proposed county of location has eliminated many applicant groups to qualify to accelerate their opening a charter school within the same year.

The CSAB proposes broadening the eligibility criteria while adding the requirement of demonstrating evidence that the applicant group will have a facility if making a request to accelerate. Adding this requirement eliminates the possibility of a group requesting to accelerate its opening to then request a year delay due to facility difficulties.

The suggested changes will grant the SBE/CSAB more discretion in granting acceleration requests to applicant groups meeting the criteria. Also, the suggested changes do not eliminate the requirement to participate in a planning year. At its April 11, 2017 meeting, the CSAB deliberated and determined the final changes to the "Planning Year" policy for charter school applicants seeking to accelerate their opening. The attached draft policy reflects the CSAB recommendation based on feedback from the Office of Charter Schools and other divisions within NC Department of Public Instruction.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve the amended policy.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Quigley to lead this item.
- Mr. Quigley noted that this was a proposed change in the acceleration portion of the "Planning Year" policy.
- He added that this would broaden the allowable criteria to accelerate and allow more flexibility to respond to needs of the community to provide an outstanding charter options.
- No additional comments were made.

Education Building, Raleigh	Wednesday, May 3, 2017	Board Room, 10:00 AM
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This item is submitted for Discussion during the May 2017 State Board of Education meeting. (See Attachment EICS 5)

NEW BUSINESS

- **NCDPI Presentation on its Support of Charter Schools**
 - ❖ **Mr. Dave Machado and Dr. Deanna Townsend-Smith (Office of Charter Schools)**
 - ❖ **Mr. Todd Pipkin, Head of School and Dr. Chaunte Garrett, Chief Academic Officer Rocky Mount Preparatory School**

Mr. Machado shared with the Board some positive things charters were currently doing within the community. He noted that OCS was compiling of a list of services that various departments are providing to charter schools and would share this information soon. He added that Rocky Mount Preparatory School was one of the oldest charter schools in North Carolina. Mr. Machado introduced Mr. Todd Pipkin and Dr. Chaunte Garrett to present their journey of support and transformation for Rocky Mount Preparatory School.

Mr. Pipkin talked about how far Rocky Mount Preparatory had come through lots of hard work and dedication to the students and the community. He noted that a cultural change was also needed as well academically and structurally. Mr. Pipkin brought his leadership team to Raleigh to meet with the DPI staff to build relationships and collaborate from within the agency. He introduced Dr. Garrett to present what Rocky Mount Preparatory School had done to improve.

Dr. Garrett talked about how over the last ten months the school had changed for the good. She shared that the school plays a significant role within the community and was acknowledged in the local newspaper, *Rocky Mount Telegram*. Dr. Garrett stated that the school transitioned from an EMO Model to a Central Services Model. Dr. Garrett also talked about how they developed an academic improvement plan which included a vast amount of interaction with DPI Office of Charter Schools. She talked about how they received great feedback from NCDPI Office of Charter Schools support on the Multi-Tiered Systems of Support, NC Leadership on blended and digital learning, rigorous instruction. Dr. Garrett talked about how the DPI Support Service Coordinator, Dr. Terry Cline, who was very accessible and worked with principals, provided guidance on problems of practice, feedback on tools used, and academic improvement plan feedback.

Dr. Garrett discussed the Rocky Mount Preparatory Academic Improvement Plan 2016-17 goals. She provided specifics on the importance of investing in state aligned curriculum. Dr. Garrett talked about the importance of curriculum support with DPI. She noted that DPI consultants provided professional development support on unpacking the ELA Content Standards, and provided resources to identify state aligned curriculums.

Ms. Taylor stated that this was an example of liked minded people desiring success and the right leadership, staff and all the right things were in place. Mr. Alcorn asked what type of resources were allocated in the form of dollars, hours, weeks, DPI resources, and could you quantify that at all. Dr. Garrett stated that she would have to get back with him with an answer. Dr. Oxendine asked what is the hallmark. Dr. Garrett replied that they are a blended school using various models. Mr. Davis asked what would be your advice to another charter in a similar situation that you were once in. Mr. Pipkin responded that he would tell them to let their people do what they know how to do best. Superintendent Johnson thanked them for coming and highlighting one aspect of how DPI can successfully help schools across the state.

SPECIAL COMMITTEE ON DIGITAL LEARNING
(Lt. Governor Dan Forest, Chair and Ms. Becky Taylor, Vice Chair)

SCDL Committee Chair Lt. Governor Dan Forest called the May 2017 Special Committee on Digital Learning meeting to order.

NEW BUSINESS

❖ **Digital Learning Initiative Professional Learning Update**

- **Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning)**
- **Dr. Carmella Fair, Academic and Digital Learning**
- **Mr. Jamie Frye, Newton-Conover Schools**
- **Dr. Mary Ann Wolf, The Friday Institute at NCSU & Ms. Jill Darrough, Digital Teaching & Learning**

Lt. Governor Forest noted that this is the next step in conversations about the digital learning plan and digital technology. He then recognized Dr. Pitre-Martin to give a picture of update for NC Digital Learning Initiative and introduced Dr. Carmella Fair to discuss modernizing the textbook adoption process.

Dr. Fair shared the recommendations from our digital learning plan provided the impetus for state-wide schools to use digital materials which impacts the way that materials are evaluated and adopted. Dr. Fair discussed modernized our adoption process because originally this process considered emphasis on print materials. She highlighted five recommendations for modernizing the process as well as the proposed actions for each. Dr. Fair discussed the following recommendations:

- Change the review cycle from five years to fewer.
- Require vendors to make products downloadable to devices meeting baseline technical requirements.
- Update vetting criteria used by the Textbook Commission.
- Consider the impact of reviewing materials that are dynamic.
- Consider reviewing policies and documents that may need to be revised to support the review of digital content.

Dr. Fair also described a proposed implementation plan consisting of communication with stakeholder awareness webinars, textbook website, and listserv messages. Professional development, technical assistance, and evaluation through DPI internal textbook adoption team's review are all part of the implementation plan. Dr. Fair noted that stakeholders support these recommendations.

Dr. Pitre-Martin introduced Mr. Jamie Frye from Newton-Conover Schools to discuss PowerTeacher Pro Gradebook. Mr. Frye gave an overview of the product, noting that it focuses on assisting teachers with the grading and reporting process. Mr. Frye shared that it reports with just-in-time data. Mr. Frye also shared the implementation plan and noted that it is grounded in research. Mr. Alcorn asked about the cost of this. Dr. Pitre-Martin replied no, but it is an opportunity for early adopters at no cost. Lt. Governor Forest asked if it is the intent that all teachers move to this. Dr. Pitre-Martin replied, yes, it is the intent, and feel that it is a better product and service, but noted that charter schools and districts are at a different place. Therefore, they decided to do a phase-in approach and do early adopters first. Dr. Oxendine asked if a migration step would be part of the early trial. Dr. Pitre-Martin answered yes, because they would like to have all in place by the traditional school year. Mr. Frye reported that there are seventy-nine districts and twenty-seven charter schools that are in cohort 1 – early adopters 2017-18.

Dr. Mary Ann Wolf and Ms. Jill Darrough discussed digital learning professional development. Dr. Wolf shared that The Friday Institute has implemented a cohort-based blended model which includes district teams, superintendents, principals and coaches coming together five or six days, face-to-face. Dr. Wolf discussed three of the learning cohorts offering an east, central and west cohort for district teams, principals and instructional coaches. Dr. Wolf provided early evaluation results for the superintendents, district teams, principals, and coaches and noted that feedback has shown that they are applying what they have learned. Ms. Darrough talked about six just-in-time initiatives:

- Connect for Technology & Media Directors
- Principal READY Digital Learning Competencies for Administrators
- District Leadership Cohorts for Digital Competencies
- Technology and Infrastructure Academies
- Digital Learning Competencies for Teachers
- Connect, Share, Grow for Coaches

ADJOURNMENT

Indicating no other business, SCDL Committee Chair Lt. Governor Forest adjourned the May 2017 SCDL Committee meeting.

BUSINESS OPERATIONS COMMITTEE MEETING (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

BSOP Committee Chair Gregory Alcorn called the May 2017 Business Operations (BSOP) Committee meeting to order.

ACTION

BSOP 1 – 21st Century Community Learning Centers Grant Allotment Policy

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

The 21st Century Community Learning Centers (CCLC) grant program provides funds to eligible entities through a competitive process to establish or expand community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Agencies and organizations eligible under the 21st CCLC grant program include, but are not limited to, local education agencies (LEAs), non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The purpose of the program is to help students meet State and local student standards in core academic subjects, such as reading and math; offer students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

It is recommended that the Allotment Policy Manual be revised to reflect requirements under Every Student Succeeds Act (ESSA) and offer three-year grants to approved organizations. The change would reduce burden

for sub-recipients and allow the State to offer grant competitions more frequently in order to make the funds available to underserved areas of the state.

Recommendations:

It is recommended that the SBE discuss these revisions.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn introduced Ms. Donna Brown to present this item.
- Ms. Brown reminded the Board that last month she presented this item for consideration revisions to the allotment policy moves the grant from a four-year opportunity to a three-year award period.
- She noted that rather than reducing funds in the third and fourth year by twenty and forty percent respectively, Ms. Brown's recommendation is to fully-fund each of the three years that the grant is available.
- Lt. Governor Forest asked how does this information get out to the public to people that provide these services. Ms. Brown replied that all announcements are posted on their website, and have strongly relied on their network partner, which is the NC Center for Afterschool Programs, which is housed at Public School Forum. She added that they disseminate information to other groups. Ms. Brown also noted that they disseminate information to their existing listservs that they have.
- Ms. White asked if there was a plan in place to help programs build and bring key partners to the table. Ms. Brown stated that we are looking at sustainability plans from the front end, and negotiated with the USED to implement what is allowed under the law as a sliding scale match. Ms. Brown described the use of the Wallace Cost Calculator compared to NC Commerce tier designations to determine a total amount of funds available for each program that is based on the economic distress of a particular region.. She also noted that the ability to match cannot prohibit people from being able to apply.
- No additional comments were made.

This item is presented for Action during the May 2017 State Board of Education meeting. (See Attachment BSOP 1)

ACTION

BSOP 2 – Joint Legislative Education Oversight Report: School Business System Modernization Plan

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mr. Phil Emer (Director of Technology Planning and Policy, The Friday Institute for Educational Innovation)

In accordance with the 2016-2017 Chronological Schedule, the State Board of Education (SBE) shall report to the Joint Legislative Education Oversight Committee (JLEOC) on the plan for modernization of the systems used by the Financial and Business Services Area by May 15, 2017.

The NC Department of Public Instruction in collaboration with the Friday Institute, local education agencies (LEAs), and charter schools shall issue a RFP for implementation of the plan by October 1, 2017.

Recommendations:

It is recommended that the SBE discuss the report.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn introduced Mr. Adam Levinson to present this item.
- Mr. Levinson reminded the Board this item was discussed last month, and that the report has been drafted.
- Mr. Levinson noted that the report is due to Joint Legislative Education Oversight Committee by May 15. He introduced Mr. Emer to provide additional details.
- Mr. Emer discussed what the business system modernization will consist of and noted that legislation asked for the scope of the business system modernization program, cost, expected expenditures, and expected timeline. The scope will comprise LEA enterprise resource planning (ERP) systems, statewide reporting, and licensure systems; require comprehensive planning, design and implementation support; and cost between \$150M and \$250M in one-time funding, take six to eight years to implement, and that there would need to be a program management office.
- Mr. Emer shared some ERP scenarios – What is the right mix? How do we move the ERP forward? Who should transition and how should they transition? He stated that the simplest case would be all districts move to a single new solution.
- Mr. Emer stating that the business system modernization program will likely require several RFPs, though the first should be for a SaaS based ERP system for NC LEAs. He also stated that to release an RFP by October, substantial planning and orchestration must begin immediately, a funding approach must be established; and the summary budget calls for funding of \$31.7M in biennium – the biennial budget is about the same regardless of ERP scenario.
- Mr. Collins asked if he could give the Board talking points to be able to tell people why this is a very important investment. Mr. Emer replied that the Executive Summary states the case for modernization. He then stated that if you looked at the size of the education enterprise here at K-12, it would be 28th on a Forbes list of largest private companies in America. He also noted that we do not have a reporting system that can be pulled in a real-time way to see where money is going, and to understand how to make important decisions about how to spend it. Mr. Collins asked how often would you expect to modernize the systems. Mr. Emer replied that this is not something that you would do on a regular basis.

This item is presented for Action during the May 2017 State Board of Education meeting. (See Attachment BSOP 2)

ADJOURNMENT

Indicating no other business, BSOP Committee Chair Alcorn adjourned the May 2017 BSOP Committee meeting.

ACTION ON FIRST READING

BSOP 3 – Equipment Assistance Grants for the School Nutrition Program

Policy Implications:

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its

students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) Dr. Ben Matthews (Deputy Chief Financial Officer, Safe and Healthy Schools Support Division) and Dr. Lynn Harvey (Section Chief, School Nutrition Services)

The United States Department of Agriculture (USDA) has issued a one-time appropriation to the North Carolina Department of Public Instruction (NCDPI) in the amount of \$955,032.74 to be used for grants to School Food Authorities (SFAs) participating in the National School Lunch Program (NSLP) for the purchase of commercial equipment for use in the preparation and service of nutritious, appealing school meals. The USDA requires preference to be given to schools where 50% or more students are eligible for free or reduced price meals when awarding the grants or the Identified Student Percentage (ISP) exceeds fifty percent. SFAs must have the capacity to manage these funds as demonstrated by their compliance with all Federal regulations that govern the NSLP. (*Note: School Food Authorities include Public, Charter and Non-Public Schools and Residential Child Care Institutions).

Guidance for State Agencies administering the grant has been provided by the Food and Nutrition Service of the USDA. According to the guidance, equipment is defined as "nonexpendable, tangible property with a useful life of more than one year and a per unit acquisition cost of \$5,000." Therefore, grants may not be awarded for a lesser amount.

A Request for Application (RFA) was issued to all SFAs on August 29, 2016. Applications were returned to the State Agency on or before the deadline of January 5, 2017. SFAs were required to complete an SFA Application Summary that enabled the SFA to prioritize their equipment requests and a School Application that described the specific school for which the equipment was requested. Applications were required to provide the following information: total school enrollment, percentage of students that qualify for free or reduced price meals or the SFA's "Identified Student Percentage" (ISP), the school's average daily meal participation, an equipment specification and a copy of the most responsive quote or bid from a qualified vendor. In accordance with the USDA guidance, SFAs were required to justify equipment needs based on the achievement of one or more of the following goals:

1. Improve food safety and quality;
2. Increase energy efficiency;
3. Increase student participation;
4. Improve nutrition integrity or implement nutrition standards and/or
5. Allow for the adoption of innovative meal service strategies.

State agencies were all allowed to expand upon these goals. The NCDPI chose to add a sixth goal which was that the equipment requested would better equip the school to use more locally grown fresh fruits and vegetables in the School Nutrition Program. Collectively, the information required in the application and the SFA's justification, based on achieving the goals shown above, provided the criteria for awarding the grants.

A Selection Committee reviewed all applications. The applications were scored based upon the objective criteria described on the previous page. Applications receiving the highest total scores were ranked by score. Available funds were allocated to the applications receiving the highest scores. All reasonable efforts were made to distribute funds equitably based on SFA size, geographic location and available funds.

Recommendations:

It is recommended the State Board of Education approve the Equipment Assistance Grant Award Recipients as presented in the attached document.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn introduced Dr. Ben Matthews to present this item.
- Dr. Matthews stated that we need to get these funds out to the schools so that they can purchase equipment during the summer to be ready to go in the fall 2017-18.
- He noted that they have \$955,000, that will be distributed to forty-five LEAs and three charter schools to purchase equipment to make the school nutrition program more efficient.
- Mr. Alcorn asked if the equipment will be purchased locally. Dr. Matthews replied, some of it is, yes.
- No additional comments were made.

This item is presented for Action on First Reading during the May 2017 State Board of Education meeting. (See Attachment BSOP 3)

ACTION ON FIRST READING

BSOP 4 – 21st Century Community Learning Center Grant

Policy Implications:

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

Description:

The 21st Century Community Learning Centers (CCLC) program provides grants to create community learning centers that provide academic enrichment opportunities for children during non-school hours. The funds are awarded by formula to states, which then make competitive three-year grants available to eligible entities. Agencies and organizations eligible under the 21st CCLC grant program include, but are not limited to, local education agencies (LEAs), non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. Eligible entities may request funds in amounts between \$50,000 and \$400,000 per year.

The 21st CCLC program is designed to help students meet State and local standards in core academic subjects by offering students a broad array of enrichment activities that complement regular school day programs. The services may include the following activities: academic enrichment, remediation, math and science, tutoring, drug and violence prevention, and character education. In addition, programs must offer activities that promote parental involvement and family literacy services to the families of participating children.

Based on the quality of the applications, 45 proposals are being recommended for approval. The total amount of recommended funding for 2017-18 is \$14,917,237.60.

Recommendations:

It is recommended that the SBE approve these grants.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn introduced Ms. Donna Brown to present this item.
- Mr. Eric Davis recused himself from voting on this item.
- Ms. Brown stated that they had received 176 applications by the due date, and are recommending based on the quality of the scores, and the amount of funds available, forty-five organizations to receive grants for the 2017-18 school year, which is renewable. She added if the Board policy passes for the three-year award cycle for an additional two years beyond 2017-18. Ms. Brown noted that this represents a total of \$14.9 million.
- Ms. Brown referenced page five in the packet, pointing out a rank order of the recommended applications by districts. She stated that they need to notify sub-recipients as soon as possible who are receiving the grants, as well as the applicants who were not recommended, and will include in the non-recommended applicants letter specific comments from the review team for improvement for future competitions.
- Ms. Brown noted that this was the highest scoring set of applications compared to the large number of applications that she has ever seen in this competition.
- No additional comments were made.

This item is presented for Action on First Reading during the May 2017 State Board of Education meeting. (See Attachment BSOP 4)

ACTION ON FIRST READING

BSOP 5 – McKinney-Vento Homeless Assistance Act/Education of Homeless Student Competitive Grants

Policy Implications:

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Ms. Donna Brown (Director, Federal Program Monitoring and Support Division) and Ms. Lisa Phillips (NCHEP State Coordinator, the SERVE Center at UNCG)

Description:

The U.S. Department of Education provides funding to North Carolina to enable the North Carolina Department of Public Instruction and North Carolina Local Educational Agencies (LEAs) to implement the McKinney-Vento Homeless Assistance Act, also known as Title X, Part C, of the Elementary and Secondary Education Act. The McKinney-Vento Act includes provisions to ensure that children and youth experiencing homelessness are provided with a free, appropriate public education, and have equal opportunity to enroll and succeed in school.

The North Carolina Homeless Education Program (NCHEP) distributes funds to LEAs through a competitive sub-grant process, as mandated by the McKinney-Vento Act. The recommended awards are based on a three-year grant cycle covering the 2017-18, 2018-19, and 2019-20 academic years. Receipt of McKinney-Vento

sub-grant funds is contingent upon compliance with federal and State mandates, adherence to the terms and activities specified in the proposal as approved, and evidence that expenditures are in compliance with an approved budget.

Recommendations:

It is recommended that the State Board of Education approve the grant requests at the May SBE meeting as Action on First Reading.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn introduced Ms. Donna Brown to present this item.
- Mr. Eric Davis and Mr. Reginald Kenan recused themselves from voting on this item.
- Ms. Brown shared that the McKinney-Vento grants are offered to states through formula and then must be offered to LEAs based on a competition. They received forty-nine applications and are recommending funding for all forty-nine applications.
- She also stated that districts that have a low number of homeless students identified may apply as a consortium with other school districts. They do have one applicant that represents a consortium.

This item is presented for Action on First Reading during the May 2017 State Board of Education meeting. (See Attachment BSOP 5)

DISCUSSION

BSOP 6 – Bertie County Financial Recovery Plan

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Review of the Bertie County Board of Education’s fiscal year 2015-16 audit, management letter, and accompanying auditor memorandum revealed serious financial issues, internal control weaknesses and violations of State law, which result in the school district exhibiting potential financial insolvency.

The following is a summary of the issues:

- Deficit Fund Balance as of June 30, 2016, \$704,995 in the General Fund (total State, federal and local revenue approx. \$25m)
- Deficit fund balance of \$135,078 in the restricted fund (total revenues \$1.3m)
- Lack of financial management and oversight resulting in specific general statutes being violated.

In response to these finding, the Division of School Business within the Department of Public Instruction communicated to Bertie County Board of Education their position on key financial issues and required a comprehensive written financial recovery plan designed to ensure the LEA accomplishes fiscal solvency.

The financial recovery plan must address, but is not limited to, the following:

- Elimination of the current deficit.
- Development and implementation of an effective financial accounting and reporting system designed to balance the budget, achieve and maintain long-term fiscal stability.
- Proposed plan for the development of effective Financial Policies and Procedures designed to ensure adequate oversight by the local Board of Education, especially with regards to budget practices and compliance with State law.
- Compliance with both State and Federal regulations.
- Timeline for implementation for each of the above items.

The financial recovery plan must be submitted to the Department of Public Instruction by April 15th and is being presented to the State Board of Education for discussion and approval.

Recommendations:

It is recommended that the State Board of Education approve the proposed financial recovery plan.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn introduced Ms. Alexis Schauss to present this item.
- Ms. Schauss stated that this is a discussion item related to a financial recovery plan submitted by Bertie County by the direction of the DPI, specifically the Division of School Business.
- She noted that it is an action plan to put the school district in financial health within five years.
- Ms. Schauss provided an overview stating that Bertie County had experienced a financial decline in the last three years. In the audit, there were six material weaknesses and four significant deficiencies which were related to financial management, specifically not reconciling accounts, appropriating funding that they did not have, and over expenditures.
- She noted that they do have a new auditor, superintendent, and financial officer and the high school is in a re-start mode. Ms. Schauss has sent them an audit resolution letter and added the financial recovery plan.

This item is presented for Discussion during the May 2017 State Board of Education meeting. (See Attachment BSOP 6)

NEW BUSINESS

❖ Return on Investment (ROI) for Public School Graduates

➤ Mr. Harrison Wicker, NCDPI Intern

Mr. Wicker presented an overview on how much a high school graduate returns to the state compared to high school dropout, and why it matters and what were the implications. He stated that well spent funds on education with effective policies is a good way for the government to spend its money. Mr. Wicker discussed assumptions and noted that returns come in two forms: increased revenue and avoided expenditure. He broke down the components of a graduate's returns using increased revenue to the state and savings from avoided state expenditures.

He also presented savings from lower incarceration rates for high school graduates sharing that they are far less likely than dropouts to be in jail and it costs the state \$29,965 to house an inmate for a year. Mr. Wicker also presented state savings from lower unemployment and shared the costs that the state would average per unemployed dropout which is \$6,151. He also shared rates on state savings on healthcare for dropouts and the total savings per dropout. The total returns for lifetime equals \$111,203 per graduate. He asked what does this

mean. It means that graduate returns about \$111,203 to the state compared to someone who does not graduate over the course of their lifetime.

Chairman Cobey stated that this would be a nice presentation for the legislators and certain committees to hear, and asked Ms. Holden to work with Mr. Levinson to bring this back.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ES&P Committee Chair Olivia Oxendine called the May 2017 Educator Standards and Practices (ES&P) Committee meeting to order.

ACTION

ES&P 1 – Competency-Based Education Alternative Licensure Program: NC State – UNC-CH
Policy Implications:

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Joyce Gardner (Director, Educator Preparation) and Dr. Andrew Sioberg (Service Support Coordinator, Educator Preparation)

Description:

The NC State University and the UNC Chapel Hill colleges of education collaborated to create a high quality, research-based lateral entry teacher preparation program. This is an innovative, accelerated, online preparation program for lateral entry teachers in mathematics, science, English/language arts, social studies, and special education. This program is intended to meet employment and preparation needs of LEAs while bolstering teacher production. Faculty expertise in teacher education, online/distance education and existing competency-based models, including the work of the Friday Institute for Educational Innovation in online learning will be leveraged. Effectiveness of the program will be determined through several performance metrics including edTPA scores of completers, teacher performance data supplied by NC DPI, and teacher retention.

Recommendations:

It is recommended that the State Board of Education approve the collaborative program Meeting the Needs of North Carolina Public Schools: A Collaborative Approach to Innovative Lateral Entry Teacher Preparation.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to lead this item.
- Dr. Sioberg reminded the Board that this item was discussed last month described it as a college on-line program to capture those candidates interested in teaching that are not able to use the traditional pathways. NC State and UNC-Chapel Hill are seeking approval from the Board for an innovative lateral entry teacher preparation program.

This item is submitted for Action during the May 2017 State Board of Education meeting. (See Attachment ES&P 1)

ACTION

ES&P 2 – Alternative Growth Measures for Career and Technical Education Teachers

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenters: Dr. Marie Pitre-Martin, Chief Academic and Digital Learning Officer, Academic and Digital Learning; Mrs. Jo Anne Honeycutt, Director, Career and Technical Education Division; Dr. Thomas Tomberlin, Director, District Human Resources

Description:

Student growth is an important component of the teacher evaluation process for all teachers. Many Career and Technical Education (CTE) teachers receive effectiveness ratings based on student performance on CTE State post- assessments and the State's value-added model. However, there continue to be groups of teachers who are not included in the value-added model because of the particular courses they teach. Some do not have enough enrollment to be included in the model, and some courses have low predictability measures which prevent predictive modeling. Districts have the option to ask the SBE to approve a local assessment for these teachers, but many have requested an alternative that focuses on student work.

CTE has worked with the Educator Effectiveness Division to develop an Alternative Growth Measure process that LEAs can utilize to gather data for teachers who do not receive growth data from the value-added model. This proposed State process mirrors many of the elements that exist in the Analysis of Student Work process with two key exceptions: the interface with True North Logic (TNL) for online collection of artifacts is not required, and districts have several options to collect and review artifacts.

The Alternative Growth Measure process requires completion of an intent form that describes the collection of data and the review process. Principals will be responsible for validating the courses, standards, and students to be included in the review process. Districts may develop regional consortia of teachers, principals, or CTE directors to review artifacts; or they may choose to engage business partners in the review of artifacts to determine growth. Data from the reviews will be submitted to DPI for approval. Districts that require additional flexibility may apply for additional flexibility from this State-approved Alternative Growth Measure process by indicating the elements for which they require flexibility and submitting the request to the State Board of Education for approval.

If approved, the Alternative Growth Measure process could be used in 2017-18. CTE, in collaboration with Educator Effectiveness, is prepared to provide communication and training to teachers and administrators this summer and early fall to prepare them for implementation this Fall, including webinars and face-to-face trainings. We are also developing technical assistance documents that will be available by fall.

Recommendation:

It is recommended that the State Board of Education consider the proposal for Alternative Growth Measures for CTE teachers.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Pitre-Martin to present this item.
- Dr. Pitre-Martin stated that they are continuing to receive feedback and posted a webinar to get effectiveness data. She noted that they are currently planning professional development, and that the

feedback thus far has been positive. Dr. Pitre-Martin reminded the Board that this will mirror the ASW process that is already in place.

- No additional comments were made.

This item is submitted for Action during the May 2017 State Board of Education meeting. (See Attachment ES&P 2)

ACTION ON FIRST READING

ES&P 3 – Educator Preparation Program Approvals for Institutions of Higher Education Policy ***SBE Strategic Plan***

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Joyce Gardner (Director, Educator Preparation) and Dr. Andrew Sioberg (Service Support Coordinator, Educator Preparation)

Description:

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

Recommendations:

It is recommended that the programs presented on the attached list be approved by the SBE.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to present this item.
- Dr. Sioberg reminded the Board that this is the second month of the review process. They are reviewing previously approved programs and current programs 1200+.
- Dr. Sioberg noted that we are trying to make sure that all institutions are in compliance with the new and updated legislated requirements, and that they are presenting 161 programs for approval from the Board.
- Dr. Sioberg also noted that they provided some examples of feedback for your review.

This item is submitted for Action on First Reading during the May 2017 State Board of Education meeting. (See Attachment ES&P 3)

DISCUSSION

ES&P 4 – Amendment to General Licensure Requirements Policy: Addition of Specific World Languages

Policy Implications: SBE Policy LICN-001

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Division of K-12 Standards, Curriculum and Instruction)

This item is an amendment to SBE Policy LICN-001 (formerly TCP-A-001) to indicate the specific language(s) for which a teacher is qualified to teach on his/her K – 12 teaching license. There are 13 languages that need to be added; 11 of them are already being taught and 2 of them (Korean and Swahili) are available at NC college and university campuses and have heritage communities in our state. Once these languages are added to the policy, Licensure will create numerical licensure codes for these languages plus American Sign Language, which is already on the K-12 list, so that *K-12 North Carolina World Language Essential Standards* programs (SCOS-009) are reflected in teacher licensure codes.

Recommendations:

It is recommended that the State Board of Education approve the recommendation to indicate specific languages as indicated on a teacher's professional teaching license.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tiffany Perkins to present this item.
- Dr. Perkins stated that their content experts have expressed recommendation for an amendment to SBE Policy LICN-001 to indicate the specific world language for which a teacher is qualified to teach on their K-12 teaching license.
- She noted that there are thirteen languages that need to be added and that Licensure will create numerical licensure codes for these languages, plus American Sign Language.
- Dr. Perkins also stated that all changes to this policy, if approved will be effective in July 1, 2017.

This item is submitted for Discussion during the May 2017 State Board of Education meeting. (See Attachment ES&P 4)

DISCUSSION

ES&P 5 – Licensure Renewal Policy: Digital Learning Competencies for Teachers and Administrators

Policy Implications: G.S. 115C-296 (b)(1)c and SBE Policy LICN-005

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Objective 3.1: Develop and support highly effective principals

Presenter(s): Dr. Maria Pitre-Martin, Chief Academic and Digital Learning Officer and Ms. Verna Lalbeharie, Director of Digital Teaching and Learning

Description:

NCDPI proposes a change to existing State Board of Education policy (LICN-005) to integrate digital teaching and learning into the requirements for licensure renewal per G.S. 115C-296 (b)(1)c:

"The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall (i) ... (ii) ... and (iii) integrate digital teaching and learning into the requirements for licensure renewal."

NCDPI engaged multiple stakeholders (e.g. including LEA Superintendents, Human Resource Directors, Technology Directors; NC School Boards Association; and the University of North Carolina-General Administration) and recommends amending the continuing education unit (CEU) requirements for licensure renewal outlined in LICN-005 to include two CEUs that address the Digital Learning Competencies. This policy amendment will impact educators with licenses expiring on or after June 30, 2019.

Recommendations:

It is recommended that changes to the licensure renewal requirements on the attached list be discussed by the SBE with the intent that changes will be brought back to the SBE in June 2017 for action.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Ms. Verna Lalbeharie to present this item.
- Ms. Lalbeharie reminded the Board that she presented and the Board approved the Digital Learning Competencies last year.
- Ms. Lalbeharie noted that she is presenting a two-fold proposal. She stated that they would like to be able to include two digital learning competency CEUs as part of the licensure renewal policy, second, is to have this go in effect June 30, 2019.
- She talked about the licensure renewal policy timeline and the various stakeholders, and/or groups that provided input, in addition to the partnership with PANC as well as the Taskforce for Teacher Recruitment, Credentialing and Retention.
- They proposed an implementation plan, and noted that they will need a set of resources to support implementation.

This item is submitted for Discussion during the May 2017 State Board of Education meeting. (See Attachment ES&P 5)

DISCUSSION

ES&P 6 – Amendment to General Licensure Requirements Policy: Career and Technical Education Alternative Licensing

Policy Implications: SBE Policy LICN-001

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Ms. Jo Anne Honeycutt, Director, Division of Career and Technical Education (CTE), Ms. Carol F. Short, Project Manager, Career Readiness Initiative.

Description:

This item is a modification to SBE Policy LICN-001 (formerly TCP-A-001) for Career and Technical Education (CTE). CTE is driven by input from business and industry to develop standards. Frequently

curriculum changes based on certifications recommended by business and industry require that modifications are made to the CTE specific portion of LICN-001 that addresses alternative licensing routes. By moving that portion of the policy to a manual that is updated annually, CTE is allowed to continue to stay current with business, industry, and changes in higher education programs for CTE. In addition, the manual format provides greater consistency in language among the licensure areas. The CTE Manual is brought to the State Board of Education for review annually in May for July implementation.

Recommendations:

It is recommended that the State Board of Education approve the recommendation to move the CTE specific alternative licensing policy to **The Manual for Alternative Career and Technical Education License Routes and CTE Endorsement Areas**.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Ms. Carol Short to present this item.
- Ms. Short stated that for the last year, CTE has been meeting to discuss the possibility of removing the CTE specialized portion out of the direct policy and placing it in a manual format that will be reviewed annually by the State Board of Education.
- She noted that this will provide more consistency, standardization, cleaner, and easy to read policy. Ms. Short added that within the policy there will be a statement that will read to refer to the manual in the policy, as well as a link that will take users directly to the manual. The policy change would go into effect on July 1, 2017.

This item is submitted for Discussion during the May 2017 State Board of Education meeting. (See Attachment ES&P 6)

ADJOURNMENT

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the May 2017 ES&P Committee meeting.

RECONVENE IN OPEN SESSION

Chairman Cobey thanked the members and advisors for their attention and participation in the discussion on these important issues this month. He noted as a reminder to everyone that the Board will vote on the Action items during Thursday's meeting.

CLOSED SESSION

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by Vice Chairman A.L. Collins and seconded by Mr. Wayne McDevitt, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following cases:

- *Hoke County v. The State of North Carolina et al.: and*
- *McLamb v. The State Superintendent of Public Instruction.*

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

Upon motion made by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, the Board voted unanimously to recess the State Board of Education meeting until Thursday, May 4, 2017, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
May 4, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman
A.L. Collins, Vice Chairman

Reginald Kenan
Rebecca Taylor

Gregory Alcorn
Amy White
Eric Davis
Wayne McDevitt

Patricia Willoughby
Todd Chasteen
Olivia Oxendine

Also present were:

Mark Johnson, State Superintendent
Freddie Williamson, Superintendent Advisor
Amanda Bell, Local Board Member Advisor

Melody Chalmers, Principal of the Year Advisor
Bobbie Cavnar, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Thursday, May 4, 2017, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey noted that the April agenda was approved on Wednesday, and that the Board will proceed under that approved agenda. Chairman Cobey explained that, prior to convening this meeting, the Board held a Planning and Work Session with superintendents for dialogue on North Carolina's State plan for Every Student Succeeds Act.

Chairman Cobey announced that the Board will have special recognitions, reports from the Chairman and the Superintendent, a legislative update, and committee reports and voting on agenda Action items. Chairman Cobey noted that the Board's meetings are audio-streamed each month and are accessible through a link posted at the bottom of the Simbli eBoard agenda, along with all of the Board materials. Chairman Cobey then read the required Ethics Statement.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that, if during the course of the

meeting members became aware of an actual or apparent conflict of interest, they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Pledge of the Allegiance

Board member Mr. Eric Davis was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Discussion/Comments:

Chairman Bill Cobey requested a motion to approve the minutes of the April 5-6, 2017, State Board of Education meeting minutes. Mr. Wayne McDevitt made the motion to approve and Ms. Amy White seconded the motion. The State Board Education voted unanimously to approve the meeting minutes.

* There was no discussion.

SPECIAL RECOGNITION

Chairman Cobey then recognized a number of schools that have achieved great things. He stated that we often hear so much about failing schools, but these schools here today are testimony to the fact that there is much more that is good and positive in our public schools than is wrong or negative. Chairman Cobey asked staff to come forward to present both our National Title I Distinguished School, to be followed by recognition of our National Blue Ribbon Schools. Chairman Cobey recognized Ms. Donna Brown, Federal Programs Monitoring and Support Division Director to describe the criteria for this honor and then to introduce our special guests.

➤ Special Recognitions – National Title I Distinguished School

- Saluda Elementary School, Polk County – Mr. Aaron Greene, Superintendent
 - ❖ Presenters: Ms. Cari Maneen, Principal; and Ms. Melissa Gillespie, Third-Grade Teacher

Ms. Brown noted that this is our second NC Title I Distinguished School. She stated that Saluda Elementary School in Hoke County is being recognized for sustaining high student achievement over three years. Ms. Brown shared that the school is in a rural location with a seventy-five percent poverty rate. Ms. Brown introduced Ms. Cari Maneen, Principal and Ms. Melissa Gillespie, Third-Grade Teacher.

Ms. Maneen and Ms. Gillespie talked about two big ideas that has improved student achievement and helped create a culture of learning. Ms. Gillespie shared the Saluda School has been part of the NC A+ Schools Program for over twenty years with an emphasis on integration. She noted that much of their instruction is taught through hands-on, experiential lessons that incorporate all the arts. She also stated that A+ schools consist of a two-way class between art teachers and classroom teachers. Ms. Gillespie shared that they monthly planning sessions, professional development on individual small group learning, and use multiple learning pathways. Ms. Maneen described the second big idea, which is community collaboration. Saluda has incorporated their after-school program with Community for Children (C4C) program. This program established a partnership within the community, focusing on service learning projects, local field trips, and community surveys. Chairman Cobey congratulated Saluda Elementary School, and invited the guests forward for a photograph with the Board.

Chairman Cobey recognized Dr. Tiffany Perkins to tell us about the National Blue Ribbon recognition and to call the names of the schools as they come forward for recognition.

Dr. Perkins shared that the National Blue Ribbon Schools program honors public and private, elementary, middle, and high schools, where students achieve very high learning standards or are making notable improvements in closing the achievement gap. She noted that the award affirms that hard work of students, educators, families, and communities in creating safe and welcoming schools where students master challenging content. Dr. Perkins noted that each school receives a National Blue Ribbon School flag. She also shared that the schools are recognized in one of two performance categories based on all student scores, sub-student scores, and graduation rate. Dr. Perkins stated that today we recognized our schools for exemplary high performing schools.

• **Special Recognitions – National Blue Ribbon Schools**

- Bald Creek Elementary, Yancey County Schools
- Central Academy of Technology and Arts, Union County Schools
- Davis Drive Elementary, Wake County Schools
- Jay M. Robinson Middle, Charlotte-Mecklenburg Schools
- Morrisville Elementary, Wake County Schools
- Pisgah Elementary School, Buncombe County Schools
- The Early College at Guilford, Guilford County Schools (not present)
- Wrightsville Elementary, New Hanover County Schools

Chairman Cobey offered hearty congratulations to all our honorees and national winners today. He noted what a treat to have so much evidence here with us today of commitment to task and belief in the lives of children. Chairman Cobey invited the guests forward for a photograph with the Board.

CHAIRMAN’S REPORT TO THE BOARD

Chairman Cobey reminded the Board of the Planning and Work Session that was held on Tuesday, which began our efforts to be inclusive with our stakeholders in developing our ESSA State Plan before it is submitted in September. USED, in fact, encourages stakeholder input. Chairman Cobey noted that they began this session with local superintendents input, who worked a good while with DPI staff on the accountability and assessment portion of the ESSA plan. We also included time on the agenda for input on all the other components of the plan – components that include Migrant Education, English Language Learners, Rural and Low-Income School programs, among others. Chairman Cobey thanked Superintendent Advisor, Dr. Freddie Williamson, and all the panel participants for their weeks of work preparing for this session.

Chairman Cobey added that to ensure that we continue to be inclusive in getting stakeholder input, he reminded everyone that the Board will be holding another Planning and Work session on Tuesday, May 30, following approximately the same agenda format. Chairman Cobey noted that the next meeting, invited stakeholders will include local board members, principals, business and community leaders. He also noted that the business and community leaders will include representatives from our external organizations that work with our various educator and parent groups. Our advisors will help us with this next session: Ms. Bell, Ms. Chalmers, Ms. Triplett, and Mr. Cavnar will facilitate discussions from their colleagues.

Chairman Cobey also reminded everyone that, as a result of these two sessions with stakeholders, staff will continue with revisions to the draft plan, and at the July and August meetings, it is his plan to hold robust

discussions on the draft plans as they continue to evolve and will have a final plan ready for our vote at our September meeting. Chairman Cobey also noted that the plan also includes sign-off by the Governor within a designated time period. He added that we have our work cut out for us, but this is important work that merits our close attention and scrutiny and our collaboration with our stakeholders.

Chairman Cobey proceeded to our Legislative Update, and reminded the everyone that we approved the employment of Ms. Cecilia Holden last month to be the Board Legislative Director. Chairman Cobey recognized and welcomed her here today, and asked her to introduce herself. Chairman Cobey shared that already she is plowing ahead with her new duties and noted that they have full confidence in her. Chairman Cobey also thanked Mr. Hill for handling the legislative work in addition to his regular work in the interim.

➤ **Legislative Report**

❖ **Ms. Cecilia Holden (Legislative Director, NC State Board of Education)**

Ms. Holden updated the Board and noted that crossover was last week and as a result there were 118 House Bills and fifty-six Senate Bills that have been identified as being K-12 focused and more high profile or look like they may have some traction this session. Ms. Holden provided an overview of twenty-eight bills that are most high profiled bills. She presented those items in alignment with the State Board of Education's 2017 Legislative Agenda, according to each action item the Board identified.

Ms. Holden stated that she has worked with the staff at DPI who have surveyed both internal and external stakeholders specific to certain Bills. She will continue working to prepare input to provide to legislators to hopefully modify certain bills to work best for the schools and Department, while also partnering with legislators to help support their goals where possible. Ms. Holden noted that the update provides quick links to every bill. She also noted that the Senate version of the budget may be coming out next week.

Education-Related Bills

1. Paying our Talented Team Teacher pay Principal/Assistant Principal pay Master's and Doctoral pay Differentiated pay		
S169	Teacher Excellence Bonus Expansion	House Rules
2. Enhancing the Skills of the Team Principal Preparation Professional Development/Educator Effectiveness Invest in students' behavioral support services		
S599 H634 H90 H235	S599 - Excellent Educators for Every Classroom	Senate Ed/Higher Ed
H634	Private Alternative Teacher Preparation	Senate Rules
H90	Eliminate NC Final Exam	Senate Rules
H235	Teacher Mentor Qualifications	Senate Rules
H339/S252	North Carolina Teaching Fellows	H339: House Appropriations S252: Senate Appropriations/Base Budget

Education Building, Raleigh	Thursday, May 4, 2017	Board Room, 9:00 AM
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S461/H532	Modify UNC Laboratory Schools	S461: Senate Appropriations/Base Budget H532: Senate Rules
3. Investing in what Works Whole School, Whole Community, Whole Child model Pre-K & Early Childhood Education Calendar flexibility Medicaid reform Compulsory School Age		
H285	Suicide Prevention/Awareness School Personnel	Senate Rules
H389	School Calendar Flexibility Pilot Program	Senate Rules
H556	Study Early Childhood Education	Senate Rules
H779	Charter School Changes	Senate Rules
H800	Various Changes to Charter School Laws	Senate Rules
H806	Student Notice/Charter School Closure/Restructuring	Senate Rules
4. Adding more Talented Members to the Team Class size allotments/budget provision Mentor teachers Teacher Assistants & Instructional Support Personnel School Nurses/Child and Family Support Teams Troops to Teachers		
H13	Class Size Req't Changes	S.L. 2017-9
H339/S252	North Carolina Teaching Fellows	H339: House Appropriations S252: Senate Appropriations/Base Budget
	Program Evaluation Division's study to analyze the need for school nurses and how school nurses are funded.	
5. Enhancing the Classroom Experience Public School Capital Infrastructure District & School Transformation Instructional Supplies Students with Special Needs CTE & CIHS NC Check-Ins Child Nutrition		
H149	Students w/ Dyslexia and Dyscalculia	Senate Rules
S603	Exceptional Education for Exceptional Children	Senate Rules
H450	Future Ready Student Act of 2017	Senate Rules
H495	Increase Textbook Funds & Spending Flex	House Appropriations
H898	Digital Learning Plan/Programs/Funds	House Appropriations
S542/H866	Public School Bonding Act of 2017	S542: Senate Rules H866: House Ed K-12
H600	School Construction Flexibility	Senate Rules

6. Supporting for Results: A-F School Performance Grades (ESSA) DPI Expansion Teacher Licensure Criminal Background Checks		
H117	Protect Students in Schools	House Finance
H826	Modify Low-Performing School Definition	Senate Rules
H87	ESSA Plan Submission	Senate Rules
H322	School Performance Grades.	Senate Rules
H458	School Annual Report Card	Senate Rules

Chairman Cobey recognized Superintendent Johnson for a report to the Board.

STATE SUPERINTENDENT'S REPORT

Superintendent Johnson updated everyone on the listening tour which started in April with Rowan/Salisbury and noted that they are doing true digital integration, one-to-one, and blended learning. He noted that it was exciting to see a fifth-grade classroom without desks, but instead were using bean bags, chairs and coaches.

Superintendent Johnson noted that because of the blended learning all the students were engaged and owned their own education. He sat with one student who started off the school year very behind, she walked Superintendent Johnson through her own progress monitoring and shared how she ranked herself, how the teacher ranked her, and following the assessment how they ranked themselves.

Superintendent Johnson also toured the Tar Heel Challenge Academy which has been in existed for almost twenty-five years. He noted that he was the first State Superintendent to ever visit. Superintendent Johnson shared that this program partners with the NC National Guard and is funded mostly by federal funds that bring in students to live on camps for five months. He discussed how the first month is completely learning how to have self-discipline so that these students can focus on academics for the balance of their time, in addition to not falling into bad habits upon leaving Tar Heel Academy. He plans to promote this with superintendents and principals.

Superintendent Johnson shared that he had a good meeting with the Directors here at DPI and talked about the good things that are going on around the state. He shared the good work that is going on at DPI to support districts across the state. Superintendent Johnson referenced his PowerPoint presentation and thanked Susan Auton for joining his team and acknowledged her assistance in creating this presentation. He talked about the 2017 Collaborative Conference for Student Achievement which consisted of over 1500 educators to come together to share best practices. Superintendent Johnson mentioned another program that is working well, which is the "Read to Achieve" program, and noted that Master Literacy Training where DPI staff have eight days of intensive professional development on all aspects of literacy and instruction, and data analysis to provide that direct support to teachers and administrators in districts and charter schools. He noted that one of the focus points is the importance and urgency, is that all children are reading on grade level by the end of third-grade. He also added that their main focus is the number 720. The number 720 is the number of from the first day of kindergarten to the last day of third grade.

Superintendent Johnson shared that last month we named the 2017 Teacher of the Year, Ms. Lisa Godwin, Dixon Elementary School, Onslow County. Ms. Godin is a kindergarten teacher. She is the fifty-ninth NC

Teacher of the Year and will be supported by the Educator Effectiveness Division. He also noted that we had the Regional Teachers of the Year represented and they are all exceptional people, and he looks forward to them being part of the Teacher of the Year council. Superintendent Johnson also noted that next week he will be presented the presenting the Principal of the Year award.

CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda, which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of items that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent Agenda to be discussed on an individual basis.

Upon motion by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, EICS 6, EICS 7, EICS 8, EICS 9, EICS 10, EICS 11, BSOP 7, BSOP8, BSOP 9, ES&P 8)

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

CONSENT

EICS 6 – Nomination to the North Carolina Virtual School Advisory Council

Policy Implications:

SBE Plan:

Goal: Every student has a personalized education

Objective 2.2: Increase the number of teachers and students using online tools

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

Description:

SBE Policy outlines the North Carolina Virtual Public Advisory Council membership requirements. The resignation of a council member has created a vacancy. The nomination for one new member to fill the vacancy is presented to the State Board of Education for consideration.

The complete listing of the Advisory Council membership is attached. The resume for the individual being nominated for the first time is attached.

Recommendations:

The State Board of Education is asked to approve the nomination of a replacement member to fill the vacancy caused by the resignation of council member.

CONSENT

EICS 7 – Discovery Charter School One-Year Delay Request

Policy Implications:

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

Description:

Discovery Charter School (DCS), in Durham County; requests that the State Board of Education (SBE) grant a one-year delay in opening the charter school. In August 2016, the SBE granted final approval to DCS to open in August 2017.

In an April 2017 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees DCS stated that it has experienced setbacks related to the construction and financing timetable leading to an unlikely on-time completion of the facility for an August 2017 opening. The board's request letter, which is included as an attachment, outlines the situation it currently faces.

Per its approved application, DCS plans to open with grades six and seven and expand one grade per year until the school is a full grade six through eight school serving 528 students. The school's mission statement is: "The mission of Discovery Charter School is to prepare students to be self-motivated lifelong independent and collaborative learners through a challenging STEAM-focused curriculum in an innovative and supportive environment." With a blended learning model of instruction, "DCS will use innovative scheduling, unique building design, and a dedicated Passion Learning Time to drive student motivation, collaboration, and achievement."

The Charter School Advisory Board (CSAB) supports DCS's request with the following stipulations:

1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The DCS Board of Directors (Board) will provide monthly progress reports to OCS regarding board meetings, marketing plans, and facility construction.
3. The Board will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.
4. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2018, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
5. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2018, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay for Discovery Charter School with the above stipulations.

CONSENT

EICS 8 – Montcross Charter Academy One-Year Delay Request

Policy Implications:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

Description:

Montcross Charter Academy (MCA), in Gaston County; requests that the State Board of Education (SBE) grant a one-year delay in opening the charter school. In August 2016, the SBE granted final approval to MCA to open in August 2017.

In a March 2017 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees MCA stated that it "...has experienced two failed attempts at finalizing a deal to secure a suitable site..." The board's request letter, which is included as an attachment, outlines the situation it currently faces.

Per its approved application, MCA plans to open with grades K-6 and expand one grade per year until the school is a full K-8 school serving over 1100 students. The school's mission is as follows: "Montcross Charter Academy's (MCA or Academy) commitment is to offer a rigorous college preparatory education that empowers all students through individualized learning plans which promote strong character, independence, and leadership." Partnering with parents, the school will emphasize personalized learning plans in which students set their own goals as they work toward becoming leaders in their communities and professions.

The Charter School Advisory Board (CSAB) supports MCA's request with the following stipulations:

1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The MCA Board of Directors (Board) will provide monthly progress reports to OCS regarding board meetings, marketing plans, and facility construction.
3. The Board will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.
4. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2018, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
5. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2018, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay for Montcross Charter Academy with the above stipulations.

CONSENT

EICS 9 – UpRoar Charter School’s Request to Amend its Transportation Plan

Policy Implications:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

State Board of Education (SBE) policy CHTR-014 section 1 (g) states that "Changes to the application with respect to student transportation requires SBE approval prior to implementation."

UpROAR Leadership Academy is seeking to switch from its original plan to use Eagle Bus Services and utilize public transportation options along with purchasing their own buses. American Charter Development has conducted a throughput analysis and school grounds will allow for carpool and future cadet driving options. The Office of Charter Schools in consultation with the Charter Schools Advisory Board on April 10, 2017, supports this amendment request for UpRoar Leadership Academy.

Recommendations:

The Office of Charter Schools (OCS) recommends that the SBE approve the UpROAR Leadership Academy amendment request for student transportation.

CONSENT

EICS 10 – KIPP Charlotte Request to Amend its Charter

Policy Implications:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

KIPP Charlotte (Mecklenburg County) opened August 2007 and requests State Board of Education (SBE) approval to defer its high school offerings for at least two (2) years. Currently, the school provides education for students in grades 4 – 8 although it is approved to offer education for students in grades K – 12. While the school planned to offer high school starting with the 2017 school year, the board now seeks to delay the high school offerings for at least two (2) years as it has found its high school leader who will be completing a two (2) year training program provided by the KIPP Foundation. Previously, the SBE approved KIPP Charlotte to offer grades K – 12. KIPP’s request to decrease more than one grade level requires state board approval per NC General Statute 115C-218.5 and CHTR-014 since this change is considered material.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve Phoenix Academy's amendment request.

CONSENT

EICS 11 – Research Triangle High School Request to Amend its Charter

Policy Implications:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

Description:

State Board (Board) policy CHTR-014 section 1 (d) states that any proposed amendments not contained in Section 2 must be reviewed and approved by the State Board of Education. Notwithstanding the foregoing, the Department may carry any proposed amendment to the Board for its review.

Research Triangle Charter High School would like to change its lottery procedure to an online process rather than manually drawing index cards from a container as originally outlined in its approved charter application. Additionally, the school requests to change and add additional preferences which are aligned to GS. 115C-218.45. All documentation submitted by Research Triangle High School and reviewed by the Office of Charter Schools is attached to this request.

Recommendations:

The Office of Charter Schools (OCS) recommends that the SBE accept this amendment to Research Triangle High School's lottery process.

CONSENT

BSOP 7– Report on Supplanting Low-Wealth Supplemental Funds and Small School System

Supplemental Funds

Policy Implications:

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Session Law 2015-241, Sections 8.3(j) and 8.4(e) requires the State Board of Education to report to the Fiscal Research Division of the General Assembly prior to May 15, 2017, if it determines that counties have supplanted local current expense funds with funds appropriated for Small School Systems or Low-Wealth counties.

Three low-wealth local education agencies (LEAs) supplanted the supplemental funds they received. Hoke County, Onslow County, and Pender County have been requested to present documentation that supports that they will remedy the supplanting prior to July 1, 2017, thereby remaining eligible for the 2017-18 allotment for low-wealth.

No small system LEAs supplanted funds.

Recommendations:

It is recommended that the State Board of Education receive this report.

CONSENT

BSOP 8– Evaluation of the Local Alternative Teacher Preparation (LATP) Pilot Program

Policy Implications: Session Law 2016-94, Section 8.27(f) through (i)

SBE Strategic Plan:

Goal 3: Every student, every day has excellent teachers.

Objective 3.1: Develop and support highly effective teachers.

Objective 3.3: Increase the number of teachers graduating from quality traditional and alternative educator preparation programs.

Presenter(s): Mr. Martez Hill (Executive Director, NC State Board of Education)

NCGA Session Law 2016-94, Section 8.27(f) through (i), describes the local alternative teacher preparation (LATP) program evaluation. The LATP program shall be implemented beginning with the 2017-18 school year and end with the 2021-22 school year. In March 2017, State Board of Education staff issued a request for information regarding the evaluation of the LATP program with the goal of issuing a task order after reviewing the submitted plans. Once received, these plans were assessed based on the appropriateness of the strategies described by the independent research organization to achieve the prescribed goals. Based on the review, the Education Policy Initiative at Carolina (EPIC) at UNC Chapel Hill is recommended to evaluate the LATP program.

The law requires the independent research organization to submit an initial report to the State Board of Education no later than October 2020 on the implementation and evaluation of the LATP program. A final report shall be submitted no later than October 2022 on all aspects of the implementation and evaluation of the program.

Recommendations:

It is recommended that the State Board of Education approve the Education Policy Initiative at Carolina (EPIC) at UNC Chapel Hill to evaluate the LATP program.

CONSENT

BSOP 9 – Evaluation of the Teacher Compensation Models and Advanced Teaching Roles Pilot Program

Policy Implications: Session Law 2016-94, Section 8.7 (f) through (h)

SBE Strategic Plan:

Goal 3: Every student, every day has excellent teachers.

Objective 3.1: Develop and support highly effective teachers.

Objective 3.3: Increase the number of teachers graduating from quality traditional and alternative educator preparation programs.

Presenter(s): Mr. Martez Hill (Executive Director, NC State Board of Education)

NCGA Session Law 2016-94, Section 8.7 (f) through (h), describes the teacher compensation models and advanced teaching roles pilot program evaluation. This pilot program and evaluation will be implemented beginning with the 2017-18 school year and end with the 2019-20 school year. In March 2017, State Board of Education staff issued a request for information regarding the evaluation of the pilot program with the goal of issuing a task order after reviewing the submitted plans. Once received, these plans were assessed based on the appropriateness of the strategies described by the independent research organization to achieve the prescribed goals. Based on the review, the Friday Institute, College of Education at North Carolina State University is recommended to evaluate the teacher compensation models and advanced teaching roles pilot program.

The law also states that the existing Project L.I.F.T (rebranded for the 2017-18 school year as Success by Design) in Charlotte-Mecklenburg Schools and Project Advanced in Chapel Hill-Carrboro City Schools to be evaluated as part of the annual report. The independent research organization shall report to the State Board of Education annually beginning October 2017, until the conclusion of the pilot on all aspects of the implementation and evaluation of the program.

Recommendations:

It is recommended that the State Board of Education approve the Friday Institute at the North Carolina State University College of Education to evaluate the Teacher Compensation and Advance Teaching Roles pilot program.

CONSENT

ES&P 8 – Educator Preparation Program Approvals

Policy Implications:

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Ms. Joyce Gardner (Director, Educator Preparation), Dr. Andrew Sioberg (Service Support Coordinator, Education Preparation)

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

Recommendations:

It is recommended that the programs presented on the attached list be approved by the SBE.

SPECIAL COMMITTEE ON DIGITAL LEARNING
(Lt. Governor Dan Forest, Chair and Ms. Becky Taylor, Vice Chair)

NEW BUSINESS

❖ **Digital Learning Initiative Professional Learning Update**

Lt. Governor Forest noted that this is the next step in conversations about the digital learning plan and digital technology. He then recognized Dr. Pitre-Martin to give a picture of update for NC Digital Learning Initiative and introduced Dr. Carmella Fair to discuss modernizing the textbook adoption process.

BUSINESS OPERATIONS COMMITTEE MEETING
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

ACTION

BSOP 1 – 21st Century Community Learning Centers Grant Allotment Policy

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

The 21st Century Community Learning Centers (CCLC) grant program provides funds to eligible entities through a competitive process to establish or expand community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Agencies and organizations eligible under the 21st CCLC grant program include, but are not limited to, local education agencies (LEAs), non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The purpose of the program is to help students meet State and local student standards in core academic subjects, such as reading and math; offer students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

It is recommended that the Allotment Policy Manual be revised to reflect requirements under Every Student Succeeds Act (ESSA) and offer three-year grants to approved organizations. The change would reduce burden for sub-recipients and allow the State to offer grant competitions more frequently in order to make the funds available to underserved areas of the state.

Recommendations:

It is recommended that the SBE discuss these revisions.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the Committee meeting on Wednesday.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Todd Chasteen, the State Board of Education voted unanimously to approve the 21st Century Community Learning Centers Grant Allotment Policy. (See Attachment BSOP 1)

ACTION

BSOP 2 – Joint Legislative Education Oversight Report: School Business System Modernization Plan

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mr. Phil Emer (Director of Technology Planning and Policy, The Friday Institute for Educational Innovation)

In accordance with the 2016-2017 Chronological Schedule, the State Board of Education (SBE) shall report to the Joint Legislative Education Oversight Committee (JLEOC) on the plan for modernization of the systems used by the Financial and Business Services Area by May 15, 2017.

The NC Department of Public Instruction in collaboration with the Friday Institute, local education agencies (LEAs), and charter schools shall issue a RFP for implementation of the plan by October 1, 2017.

Recommendations:

It is recommended that the SBE discuss the report.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee meeting on Wednesday.

<p><i>Upon motion by <u>Mr. Gregory Alcorn</u>, and seconded by <u>Mr. Todd Chasteen</u>, the State Board of Education voted unanimously to approve the Joint Legislative Education Oversight Report: School Business System Modernization Plan. (See Attachment BSOP 2)</i></p>
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ACTION ON FIRST READING

BSOP 3 – Equipment Assistance Grants for the School Nutrition Program

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) Dr. Ben Matthews (Deputy Chief Financial Officer, Safe and Healthy Schools Support Division) and Dr. Lynn Harvey (Section Chief, School Nutrition Services)

Description:

The United States Department of Agriculture (USDA) has issued a one-time appropriation to the North Carolina Department of Public Instruction (NCDPI) in the amount of \$955,032.74 to be used for grants to School Food Authorities (SFAs) participating in the National School Lunch Program (NSLP) for the purchase of commercial

equipment for use in the preparation and service of nutritious, appealing school meals. The USDA requires preference to be given to schools where 50% or more students are eligible for free or reduced price meals when awarding the grants or the Identified Student Percentage (ISP) exceeds fifty percent. SFAs must have the capacity to manage these funds as demonstrated by their compliance with all Federal regulations that govern the NSLP. (*Note: School Food Authorities include Public, Charter and Non-Public Schools and Residential Child Care Institutions).

Guidance for State Agencies administering the grant has been provided by the Food and Nutrition Service of the USDA. According to the guidance, equipment is defined as "nonexpendable, tangible property with a useful life of more than one year and a per unit acquisition cost of \$5,000." Therefore, grants may not be awarded for a lesser amount.

A Request for Application (RFA) was issued to all SFAs on August 29, 2016. Applications were returned to the State Agency on or before the deadline of January 5, 2017. SFAs were required to complete an SFA Application Summary that enabled the SFA to prioritize their equipment requests and a School Application that described the specific school for which the equipment was requested. Applications were required to provide the following information: total school enrollment, percentage of students that qualify for free or reduced price meals or the SFA's "Identified Student Percentage" (ISP), the school's average daily meal participation, an equipment specification and a copy of the most responsive quote or bid from a qualified vendor. In accordance with the USDA guidance, SFAs were required to justify equipment needs based on the achievement of one or more of the following goals:

1. Improve food safety and quality;
2. Increase energy efficiency;
3. Increase student participation;
4. Improve nutrition integrity or implement nutrition standards and/or
5. Allow for the adoption of innovative meal service strategies.

State agencies were all allowed to expand upon these goals. The NCDPI chose to add a sixth goal which was that the equipment requested would better equip the school to use more locally grown fresh fruits and vegetables in the School Nutrition Program. Collectively, the information required in the application and the SFA's justification, based on achieving the goals shown above, provided the criteria for awarding the grants.

A Selection Committee reviewed all applications. The applications were scored based upon the objective criteria described on the previous page. Applications receiving the highest total scores were ranked by score. Available funds were allocated to the applications receiving the highest scores. All reasonable efforts were made to distribute funds equitably based on SFA size, geographic location and available funds.

SFAs will be notified of their grant award(s) upon approval of the SBE. Grant funds will be allotted to the awardees through the department's allotment system. Reporting requirements will be issued simultaneously with the grant award. SFAs will be required to expend the grant funds, in their entirety, by September 1, 2017. The NCDPI will issue its final report to the USDA once confirmation has been received by all awardees that the equipment has been successfully installed and is in use by the SFA.

Recommendations:

It is recommended the State Board of Education approve the Equipment Assistance Grant Award Recipients as presented in the attached document.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee meeting on Wednesday.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Todd Chasteen, the State Board of Education voted unanimously to approve the Equipment Assistance Grants for the School Nutrition Program. (See Attachment BSOP 3)

ACTION ON FIRST READING

BSOP 4 – 21st Century Community Learning Center Grant

Policy Implications:

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

Description:

The 21st Century Community Learning Centers (CCLC) program provides grants to create community learning centers that provide academic enrichment opportunities for children during non-school hours. The funds are awarded by formula to states, which then make competitive three-year grants available to eligible entities. Agencies and organizations eligible under the 21st CCLC grant program include, but are not limited to, local education agencies (LEAs), non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. Eligible entities may request funds in amounts between \$50,000 and \$400,000 per year.

The 21st CCLC program is designed to help students meet State and local standards in core academic subjects by offering students a broad array of enrichment activities that complement regular school day programs. The services may include the following activities: academic enrichment, remediation, math and science, tutoring, drug and violence prevention, and character education. In addition, programs must offer activities that promote parental involvement and family literacy services to the families of participating children.

Based on the quality of the applications, 45 proposals are being recommended for approval. The total amount of recommended funding for 2017-18 is \$14,917,237.60.

Recommendations:

It is recommended that the SBE approve these grants.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee on Wednesday.
- Mr. Eric Davis recused himself only from those portions that effect Charlotte Mecklenburg schools on this item.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Todd Chasteen, the State Board of Education voted unanimously to approve the 21st Century Community Learning Center Grants00. (See Attachment BSOP 4)

ACTION ON FIRST READING

BSOP 5 – McKinney-Vento Homeless Assistance Act/Education of Homeless Student Competitive Grants

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Ms. Donna Brown (Director, Federal Program Monitoring and Support Division) and Ms. Lisa Phillips (NCHEP State Coordinator, the SERVE Center at UNCG)

Description:

The U.S. Department of Education provides funding to North Carolina to enable the North Carolina Department of Public Instruction and North Carolina Local Educational Agencies (LEAs) to implement the McKinney-Vento Homeless Assistance Act, also known as Title X, Part C, of the Elementary and Secondary Education Act. The McKinney-Vento Act includes provisions to ensure that children and youth experiencing homelessness are provided with a free, appropriate public education, and have equal opportunity to enroll and succeed in school.

The North Carolina Homeless Education Program (NCHEP) distributes funds to LEAs through a competitive sub-grant process, as mandated by the McKinney-Vento Act. The recommended awards are based on a three-year grant cycle covering the 2017-18, 2018-19, and 2019-20 academic years. Receipt of McKinney-Vento sub-grant funds is contingent upon compliance with federal and State mandates, adherence to the terms and activities specified in the proposal as approved, and evidence that expenditures are in compliance with an approved budget.

Recommendations:

It is recommended that the State Board of Education approve the grant requests at the May SBE meeting as Action on First Reading.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee meeting on Wednesday.
- Mr. Eric Davis recused himself only from those portions that effect Charlotte Mecklenburg Schools on this item. Mr. Reginald Kenan recused himself only from those portions that effect Wayne County Schools on this item.

Upon motion by Mr. Greg Alcorn and seconded by Mr. Todd Chasteen, the Board voted unanimously to approve the McKinney-Vento Homeless Assistance Act/Education of Homeless Students Competitive Grants. (See attachment BSOP 5)

DISCUSSION
BSOP 6 – Bertie County Financial Recovery Plan

SBE Strategic Plan:

- Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators
- Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Review of the Bertie County Board of Education’s fiscal year 2015-16 audit, management letter, and accompanying auditor memorandum revealed serious financial issues, internal control weaknesses and violations of State law, which result in the school district exhibiting potential financial insolvency.

The following is a summary of the issues:

- Deficit Fund Balance as of June 30, 2016, \$704,995 in the General Fund (total State, federal and local revenue approx. \$25m)
- Deficit fund balance of \$135,078 in the restricted fund (total revenues \$1.3m)
- Lack of financial management and oversight resulting in specific general statutes being violated.

In response to these finding, the Division of School Business within the Department of Public Instruction communicated to Bertie County Board of Education their position on key financial issues and required a comprehensive written financial recovery plan designed to ensure the LEA accomplishes fiscal solvency.

The financial recovery plan must address, but is not limited to, the following:

- Elimination of the current deficit.
- Development and implementation of an effective financial accounting and reporting system designed to balance the budget, achieve and maintain long-term fiscal stability.
- Proposed plan for the development of effective Financial Policies and Procedures designed to ensure adequate oversight by the local Board of Education, especially with regards to budget practices and compliance with State law.
- Compliance with both State and Federal regulations.
- Timeline for implementation for each of the above items.

The financial recovery plan must be submitted to the Department of Public Instruction by April 15th and is being presented to the State Board of Education for discussion and approval.

Recommendations:

It is recommended that the State Board of Education approve the proposed financial recovery plan.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn had a thorough discussion about the financial recovery plan for Bertie County.
- No additional comments were made.

This item is submitted for Discussion during the May 2017 State Board of Education meeting. (See Attachment BSOP 6)

NEW BUSINESS

❖ **Return on Investment (ROI) for Public School Graduates**

➤ **Mr. Harrison Wicker, NCDPI Intern**

Mr. Wicker presented an overview on the return on investment for public high school graduates, and how it impacts our state.

**STUDENT LEARNING AND ACHIEVEMENT
COMMITTEE MEETING
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

ACTION

SLA 1 – State Advisory Council of Indian Education Annual Report

Policy Implications:

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship

Objective 1: Increase the cohort graduation rate

Goal 5: Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 3: Every student, every day has excellent teachers

Objective 1: Develop and support high effective teachers

Objective 2: Develop and support highly effective principals

Goal 5: Every student is healthy, safe, and responsible

Objective 1: Create and maintain a safe and respectful school environment

Objective 3: Decrease the number of students who are chronically absent, dropout, or suspended out of school

Objective 4: Decrease violence and crime in schools

Presenter(s): Mrs. Alisa Hunt-Lowery (Chairperson, State Advisory Council on Indian Education), Dr. Felicia Turner (State Board Liaison, NC Department of Public Instruction), and Dr. Susan Silver (DPI Liaison)

Description:

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, the Council analyzes

the academic performance of American Indian students in North Carolina’s public schools outlining major findings and recommendations to the State Board of Education.

The full report analyzes student achievement data from the 2013–2016 performance on state tests, SAT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates and compares the performance of North Carolina’s American Indian students to that of other representative student groups. The data reveal disparities between American Indian student performance and statewide performance. An electronic copy of the report has been provided to the Board and will be posted to <http://www.ncpublicschools.org/americanindianed/reports/>.

Recommendations:

The Council requests the State Board of Education accept the recommendations presented in the report in order to promote increased achievement among American Indian students.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- No additional comments were made.

Upon motion by Mr. Eric Davis and seconded by Ms. Becky Taylor, the Board voted unanimously to approve the McKinney-Vento Homeless Assistance Act/Education of Homeless Students Competitive Grants. (See attachment SLA 1)

ACTION

SLA 2 – Update to READY Accountability Annual Performance Standards Policy

Policy Implications:

SBE Strategic Goal:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Director) and Dr. Tammy Howard (Director, Accountability Services)

Description:

Currently eighth grade students taking NC Math 1 take both the “regular” state end-of-grade (EOG) assessment for eighth grade and the end-of-course (EOC) test for NC Math 1. Section §200.5 of the Every Student Succeeds Act of 2015 (ESSA) codifies an exemption for students enrolled in advanced mathematics while in middle school to avoid double testing. The exemption applies only to eighth graders and only to states in which the EOC

math assessment is the same assessment that the state administers to high school students. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement and participation. The regulation goes on to direct that when the students who receive the exemption are in high school, the substitute required high school assessment could be either a more advanced state assessment than the assessment taken in eighth grade or a nationally recognized high school academic assessment in mathematics.

Given that the purpose of the ESSA provision is to avoid double-testing of students taking advanced mathematics coursework, it is recommended that the ESSA middle school mathematics exemption be included in State Board of Education policy ACCT-021 and become effective with the 2017–18 school year. Additionally, it is recommended that the policy specifies that NC Math 1 students in eighth grade must take the NC Math 3 end-of-course assessment for federal accountability in high school.

Recommendations:

It is recommended that the SBE include in policy ACCT-021 the ESSA middle school mathematics exception and the requirement specifying that NC Math 1 students in eighth grade must take the NC Math 3 end-of-course assessment for federal reporting in high school.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- No additional comments were made.

<i>Upon motion by Mr. Eric Davis and seconded by Ms. Becky Taylor, the Board voted unanimously to approve the Update to READY Accountability Annual Performance Standards Policy. (See attachment SLA 2)</i>
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DISCUSSION

SLA 3 – Change to Course for Credit Policy

Policy Implications:

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

5. Increase the cohort graduation rate.
6. Graduate students prepared for post-secondary education.
7. Reduce the percentage of students needing remediation in post- secondary education
8. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education

2. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Mrs. Sneha Shah Coltrane (Director, Division of Advanced Learning)

Description:

NCDPI recommends that dual enrollment college courses that are 1-2 credit hours per semester change from receiving one full high school credit to receiving no high school credit. These courses only typically meet 1-2 hours for 16 weeks. Currently, a one hour-a-week course would receive the same credit and course weighting as a year-long high school course, a college Anatomy and Physiology course or an AP Statistics course. NCDPI has received several calls from school districts expressing concern with the current policy because they do not see it as an equitable credit, especially considering the revisions to the weighting policy that is being implemented with next year's junior class as they enroll in Career and College Promise. NCDPI also recommends clarifying that college courses that receive high school credit must be part of a curriculum program to support equitable credit.

Recommendations:

The State Board of Education is asked to review and provide feedback on the proposed changes to the existing policy.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- No additional comments were made.

This item is presented for Discussion during the May 2017 State Board of Education meeting. (See Attachment SLA 3)

DISCUSSION

SLA 4 – Extended Content English Language Arts K-12

Policy Implications:

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.2: Graduate students prepared for post-secondary education.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer), Mr. William J. Hussey (Director, Exceptional Children Director), Ms. Dreama McCoy (Section Chief, Exceptional Children), and Ms. Ronda Layman (Consultant, Severe & Multiple Disability)

Description:

In fulfillment of policy SCOS-012, the newly adopted English Language Arts (ELA) K-12 standards was approved by the State Board of Education in April 2017. Students with significant cognitive disabilities must be provided access to the State standards by aligning instruction and assessments. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted ELA K-12 standards. Students with significant cognitive disabilities constitute less than 1% of the student population. Although these students are identified as having significant challenges, they are capable of learning at a level that engages and challenges them.

This month, the draft of the revised standards (now named Extended Content English Language Arts K-12) are presented for discussion. Public comments are currently available online for thirty days.

Recommendations:

It is recommended that the State Board of Education approve the proposed new alignment of the NC Extended Content Standards ELA K-12 at the June 2017 State Board meeting.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- No additional comments were made.

This item is presented for Discussion during the May 2017 State Board of Education meeting. (See Attachment SLA 4)

DISCUSSION

SLA 5 – K-8 Mathematics Standard Course of Study Revisions

Policy Implications: SBE SCOS-012

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from school prepared for work, further education, and citizenship

Objective 1.2: Graduate students prepared for post-secondary education

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic Services), Dr. Tiffany Perkins (Director Curriculum, Instruction and Standards) and Dr. Jennifer Curtis (Section Chief, K-12 Mathematics)

Description:

In fulfillment of policy SCOS-012, a review and revision of the K-8 mathematics standards has been conducted. The first draft of the standards was shared with local education agencies across the state to obtain a first round of feedback before public comment. The results of the initial feedback was compiled and considered by the Data Review Committee and writing teams and informed the second draft of the standards. The second draft of the standards has been shared with the public.

Recommendations:

It is requested that the State Board provide feedback and input on the proposed changes and return the item for approval at the June 2017 State Board of Education meeting.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- SLA Committee Chair Mr. Eric Davis recognized Dr. Pitre-Martin to present this item. Dr. Pitre-Martin noted that is a clear distinction between “standards” and “curriculum,” standards are what we want students to know and be able to do – it’s the end result. Curriculum would include all the materials used to teach

those standards. She then recognized Dr. Jennifer Curtis to present the process used and share feedback from across the state.

- Dr. Curtis thanked the math team for all their hard work. She stated that these standards that are being today, are NC Standards for NC students. Dr. Curtis shared the timeline including completed steps and next steps and noted that over 7,151 educators provided feedback through surveys and focus groups as well as 830 community members/parents. Dr. Curtis described in details each step and noted that the data review group consisted of 100 out of 115 LEAs that participated in these surveys and other feedback.
- The six steps consisted of the following: reviewed data and research, surveys, and other feedback, established writing teams and developed drafts of proposed changes, submitted draft for public review and input, and revised draft. The following two are next steps: Submit to SBE for discussion and approval and conduct professional development for teachers and administrators.
- Dr. Curtis also shared some LEA feedback statistics based on rigor, coherence, clarity and measurability, in addition to public feedback statistics by grade-level.
- Dr. Curtis noted two different modes of support such as Math Science Partnership Projects (MSP), and the DPI math staff will facilitate the creation of collaborative pacing guides with involvement by NC educators across NC.
- Chairman Cobey commended Dr. Curtis and her staff that have participated in this process, and shared that these standards are developed by practitioners for practitioners.
- Dr. Oxendine asked about the collaborative pacing guides. Dr. Curtis replied that it has been wonderful to watch this happen at the high school level, because some have their own but are willing to share with other districts who may not have resources to develop them locally.
- Mr. Collins commented that the real issue is how to communicate standards across the very diverse population. He noted that we are developing standards that are very good standards for people who can read, but what happens if they cannot read. Mr. Collins added that his hope is that we can define professional development to make sure we are not leaving students behind in mathematics as we are with reading.
- Ms. White asked about the eighty-five percent range in clarity and wanted to know what we can do to increase that percentage to better than ninety percent. Dr. Curtis replied yes, and added that the resources that we are developing will bring greater clarity. She noted that these resources that have been created for the high school level is a similar plan for K-8 are much more focused on understanding for both teachers and parents.

This item is presented for Discussion during the May 2017 State Board of Education meeting. (See Attachment SLA 5)

MOVED TO ACTION ON FIRST READING DISCUSSION

SLA 6 – State Advisory Council on Indian Education Nominees for Membership

Presenter(s): Dr. Susan Silver (DPI Liaison to State Advisory Council on Indian Education)

Description:

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, Council membership

is determined based on recommendations from the NC Commission of Indian Affairs Board, with review and final approval of all nominees by the NC State Board of Education.

The State Advisory Council on Indian Education (SACIE) has six members whose terms will be ending June 30, 2017. The NC Commission of Indian Affairs approved and is recommending six nominees to fill those vacancies. The nominees include three educators and three parents. Attached is a letter from the Commission of Indian Affairs and a packet for each nominee. Packets that include an application for membership, a letter of recommendation, and a resume for each nominee are available.

Recommendations:

The NC Commission of Indian Affairs Board recommends that the SLA committee approve the six recommended nominees.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- This item was moved to Action on First Reading with no objections.
- No additional comments were made.

This item is presented for Discussion and was moved to Action on First Reading during the May 2017 State Board of Education meeting. (See Attachment SLA6)

<i>Upon motion by <u>Mr. Eric Davis</u> and seconded by <u>Dr. Olivia Oxendine</u>, the Board voted unanimously to approve the State Advisory Council on Indian Education Nominees for Membership. (See attachment SLA 6)</i>

NEW BUSINESS

- **Every Student Succeeds Act (ESSA) Update**
 - ❖ **Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)**
 - ❖ **Dr. Tammy Howard (Director of Accountability Services)**

Dr. Fabrizio presented the monthly update on ESSA. He provided Board members with new details provided recently on ESSA as the Agency continues developing the ESSA plan.

ACTION AND DISCUSSION AGENDA
EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT
 (Ms. Rebecca Taylor, Chair, Mr. Wayne McDevitt, Vice Chair)

ACTION

EICS 1 –Restart School Applications: Gaston County Schools, Kannapolis City Schools, and Edgecombe County Schools

Policy Implications:

SBE Strategic Goals:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

Description:

Recurring Low Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Student Learning and Achievement and the Department have received a number of Reform Model applications from across the state listed by LEA below. These applications are posted for review and will be processed by the Department, read, reviewed by necessary Divisions, and potentially edited in preparation for their approval at the April State Board Meeting.

Applications Submitted for Approval: 42 Reform Model Applications are being submitted for approval. The following list includes the name of the school district and school.

Gaston County Schools

1. Bessemer City Central Elementary School
2. Hunter Huss High School
3. Sadler Elementary
4. Sherwood Elementary School
5. Southwest Middle School
6. Woodhill Elementary School

Kannapolis City Schools

1. Kannapolis Middle Schools
2. A.L. Brown High School

Edgecombe County Public Schools

1. North Edgecombe County High School
2. Phillips Middle School

Charlotte Mecklenberg Schools

1. Allenbrook Elementary School
2. Ashley Park School
3. Billingsville Elementary
4. Druid Hills Academy
5. Greenway Park Elementary School
6. Huntingtowne Farms Elementary School
7. Newell Elementary School
8. Reid Park Academy
9. Sedgefield Elementary School
10. Stony Creek Elementary School

11. Sterling Elementary School
12. Tuckaseegee Elementary School
13. Walter Byers School

Pitt County Schools

1. Falkland Elementary School
2. Northwest Elementary School

Elizabeth City/Pasquotank Schools

1. Pasquotank Elementary School
2. River Road Middle School
3. P.W. Moore Elementary School (Transformation)
4. Elizabeth City Middle School (Transformation)

Rowan Salisbury (With Addendum that applies to all applications)

1. China Grove Elementary School
2. North Rowan Elementary School
3. Hurley Elementary School
4. Carroll T Overton Elementary School
5. H D Isenberg Elementary School
6. Knollwood Elementary School
7. Elizabeth Duncan-Koontz Elementary School
8. Landis Elementary School
9. Erwin Middle School
10. West Rowan Middle School
11. Corriher-Lipe Middle School
12. Southeast Middle School
13. North Rowan High School

Recommendations:

It is recommended that the State Board review and discuss these applications.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

<p><i>Upon motion by <u>Ms. Rebecca Taylor</u> and seconded by <u>Mr. Wayne McDevitt</u>, the Board voted unanimously to approve the Restart School Applications: Gaston County Schools, Kannapolis City Schools, and Edgecombe County Schools, Pitt County Schools, Charlotte Mecklenburg Schools, Rowan-Salisbury Schools, and Elizabeth City/Pasquotank Schools as presented. (See attachment EICS 1)</i></p>
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ACTION ON FIRST READING

EICS 2 – 2017 Application Timeline and Process

Policy Implications: SBE Policies CHTR-12 and GS 115C.218

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

Per State Board of Education (SBE) Policy CHTR-12 and GS 115C.218, the SBE must establish and approve the charter school application process and timeline prior to each application round. The Charter Schools Advisory Board (CSAB), with recommendations from the Office of Charter Schools (OCS), now recommends a timeline and process for the 2017 application round for applicants proposing to open in 2019 (attached).

Additionally, as part of this recommendation includes approving the Charter Agreement for new schools opening in 2017 and existing schools with renewal terms expiring in 2017. The proposed changes help provide clarity and compliance with statutory requirements.

Recommendations:

It is recommended that the State Board of Education approve the proposed timeline and process.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is presented for Action on First Reading during the May 2017 State Board of Education meeting. (See Attachment EICS 2)

<i>Upon motion by <u>Ms. Becky Taylor</u> and seconded by <u>Dr. Olivia Oxendine</u>, the Board voted unanimously to approve the 2017 Application Timeline and Process. (See attachment SLA 2)</i>
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DISCUSSION

EICS 3 – Recommendations for Charter Schools Proposing to Open 2018-19

Policy Implications: SBE Policy# CHTR-013

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), Mr. Alex Quigley (Chair, NC Charter Schools Advisory Board), and Mr. Steven Walker (Vice Chair, Charter Schools Advisory Board)

Description:

The State Board of Education (SBE) annually adopts a process and timeline by which the NCDPI Office of Charter Schools manages the solicitation and review of applications to operate a charter school in NC. At the end of this process, the SBE receives recommendations from the NC Charter Schools Advisory Board (CSAB) regarding which applications for charters should be approved. This year's recommendations from the CSAB are for schools that would open for the 2018-19 school year.

On September 19, 2016 (deadline extended due to technical difficulties), thirty-eight (38) applicants submitted applications ahead of the 5:00 PM (EST) deadline. The Office of Charter Schools reviewed all thirty-eight (38) of those applications to ensure that they were complete. Seventeen (17) applications were certified to be incomplete. Consistent with the State Board-approved application timeline and process and per statute, any applicant group whose application was deemed incomplete was then granted five (5) business days to submit any missing information. At the end of this "second chance" process, fourteen (14) of the seventeen (17) incomplete applications were deemed complete. Three (3) of the applications deemed incomplete initially, submitted information to complete their application at a later time during the process.

From September through December 2016, external evaluators possessing multiple years of experience in the areas of finance, governance, operations, and academics, read the thirty-eight (38) submitted applications and provided feedback on them through a standard rubric to inform the CSAB's review and decision-making. All thirty-eight (38) applications (along with clarification documents, where applicable) were forwarded to the CSAB Policy and Performance committees for review. Thirty-eight (38) applicant groups were provided an in-person clarification opportunity in front of the CSAB committees regarding any item in the application that the external reviewers deemed to be less than clear. Following the in-person clarification opportunity, the CSAB committee discussed and made a recommendation to the full CSAB on which applicant groups would receive a one-hour interview opportunity with the full CSAB.

The CSAB invited twenty-four (24) of thirty-eight (38) applicant groups to be interviewed by the full CSAB. Each applicant group was provided the opportunity to respond to questions posed by the CSAB concerning deficiencies and clarification from the submitted application. At the end of the one-hour deliberations regarding each applicant group, the CSAB voted whether to recommend the group to the SBE as ready to enter the Planning Year.

The CSAB met on November 15, 2016; December 8-9, 2016, January 9 -11, 2017, February 6-7, 2017, March 6, 2017 and April 10-11, 2017; and, consistent with the SBE-approved timeline, finalized all application recommendations in time to submit the recommendations below to the SBE in May 2017.

The CSAB disposition for each of the thirty-eight (38) complete 2017 applications is as follows:

Recommendations:

The NC Charter Schools Advisory Board recommends that the State Board of Education accept its recommendations for the proposed applicants, including those schools recommended to receive a charter to open in 2018-19 contingent upon the successful completion of the Planning Year requirements.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is presented for Discussion during the May 2017 State Board of Education meeting. (See Attachment EICS 3)

DISCUSSION

EICS 4 – Recommended Changes to Charter Amendments for Existing Public Charter Schools (CHTR-014)

Policy Implications:

SBE Strategic Goals:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description

Per a recommendation from the Office of Charter Schools (OCS), the Charter Schools Advisory Board (CSAB) now recommends that the State Board of Education amend its current policy on "Charter Amendments for Existing Public Charter Schools." Currently, the SBE must issue its approval on certain material revisions to charter applications; while granting OCS the ability to process other requests without the SBE taking action.

The suggested changes will grant OCS the ability to process more requests on behalf of the SBE. As outlined in the suggested policy changes, broadening the scope of OCS approval does not eliminate the requirement for schools to first seek approval before implementing a material change, nor does this change eliminate the requirement of SBE/CSAB review or recommendation if needed

At its April 11, 2017 meeting, the CSAB deliberated and determined the final changes to the policy for charter schools seeking an amendment. The attached draft policy reflects the CSAB recommendation based on feedback from the Office of Charter Schools and other divisions within NC Department of Public Instruction.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve the new policy.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.

This item is presented for Discussion during the May 2017 State Board of Education meeting. (See Attachment EICS 4)

DISCUSSION

EICS 5 – Recommended Changes to Planning Year for New Preliminary Charter Schools CHTR-013 **Policy Implications:**

SBE Strategic Plans:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

Per a recommendation from the Office of Charter Schools (OCS), the Charter Schools Advisory Board (CSAB) now recommends that the State Board of Education amend its current policy on "Planning Year for Charter Schools." Specifically, the CSAB is recommending changes in the Acceleration component of the policy.

Since the Acceleration component was added to the Planning Year policy in October 2013, only one (1) school has been able to meet the criteria to qualify for acceleration (Northeast Academy of Aerospace and Advanced Technologies). The criteria of partnering with a two or four-year institution and verifying the absence of a charter school in the proposed county of location has eliminated many applicant groups to qualify to accelerate their opening a charter school within the same year.

The CSAB proposes broadening the eligibility criteria while adding the requirement of demonstrating evidence that the applicant group will have a facility if making a request to accelerate. Adding this requirement eliminates the possibility of a group requesting to accelerate its opening to then request a year delay due to facility difficulties.

The suggested changes will grant the SBE/CSAB more discretion in granting acceleration requests to applicant groups meeting the criteria. Also, the suggested changes do not eliminate the requirement to participate in a planning year. At its April 11, 2017 meeting, the CSAB deliberated and determined the final changes to the "Planning Year" policy for charter school applicants seeking to accelerate their opening. The attached draft policy reflects the CSAB recommendation based on feedback from the Office of Charter Schools and other divisions within NC Department of Public Instruction.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve the amended policy.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Discussion during the May 2017 State Board of Education meeting. (See Attachment EICS 5)

NEW BUSINESS

- **NCDPI Presentation on its Support of Charter Schools**
 - ❖ **Mr. Dave Machado and Dr. Deanna Townsend-Smith (Office of Charter Schools)**
 - ❖ **Mr. Todd Pipkin, Head of School and Dr. Chaunte Garrett, Chief Academic Officer Rocky Mount Preparatory School**

Mr. Todd Pipkin and Dr. Chaunte Garrett presented a unique journey that Rocky Mount Preparatory School has taken over the last year with the support from the Office of Charter Schools and DPI staff to help make it such a successful charter school.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ACTION

ES&P 1 – Competency-Based Education Alternative Licensure Program: NC State – UNC-CH
Policy Implications:

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Joyce Gardner (Director, Educator Preparation) and Dr. Andrew Sioberg (Service Support Coordinator, Educator Preparation)

Description:

The NC State University and the UNC Chapel Hill colleges of education collaborated to create a high quality, research-based lateral entry teacher preparation program. This is an innovative, accelerated, online preparation program for lateral entry teachers in mathematics, science, English/language arts, social studies, and special education. This program is intended to meet employment and preparation needs of LEAs while bolstering teacher production. Faculty expertise in teacher education, online/distance education and existing competency-based models, including the work of the Friday Institute for Educational Innovation in online learning will be leveraged. Effectiveness of the program will be determined through several performance metrics including edTPA scores of completers, teacher performance data supplied by NC DPI, and teacher retention.

Recommendations:

It is recommended that the State Board of Education approve the collaborative program Meeting the Needs of North Carolina Public Schools: A Collaborative Approach to Innovative Lateral Entry Teacher Preparation.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

Discussion/Comments:

This item is submitted for Discussion during the April 2017 State Board of Education meeting. (See Attachment ES&P 2)

Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Competency-Based Education Alternative Licensure Program: NC State-UNC. (See attachment ES&P 1)

ACTION

ES&P 2 – Alternative Growth Measures for Career and Technical Education Teachers

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenters: Dr. Marie Pitre-Martin, Chief Academic and Digital Learning Officer, Academic and Digital Learning; Mrs. Jo Anne Honeycutt, Director, Career and Technical Education Division; Dr. Thomas Tomberlin, Director, District Human Resources

Description:

Student growth is an important component of the teacher evaluation process for all teachers. Many Career and Technical Education (CTE) teachers receive effectiveness ratings based on student performance on CTE State post- assessments and the State’s value-added model. However, there continue to be groups of teachers who are not included in the value-added model because of the particular courses they teach. Some do not have enough enrollment to be included in the model, and some courses have low predictability measures which prevent predictive modeling. Districts have the option to ask the SBE to approve a local assessment for these teachers, but many have requested an alternative that focuses on student work.

CTE has worked with the Educator Effectiveness Division to develop an Alternative Growth Measure process that LEAs can utilize to gather data for teachers who do not receive growth data from the value-added model. This proposed State process mirrors many of the elements that exist in the Analysis of Student Work process with two key exceptions: the interface with True North Logic (TNL) for online collection of artifacts is not required, and districts have several options to collect and review artifacts.

The Alternative Growth Measure process requires completion of an intent form that describes the collection of data and the review process. Principals will be responsible for validating the courses, standards, and students to be included in the review process. Districts may develop regional consortia of teachers, principals, or CTE directors to review artifacts; or they may choose to engage business partners in the review of artifacts to determine growth. Data from the reviews will be submitted to DPI for approval. Districts that require additional flexibility may apply for additional flexibility from this State-approved Alternative Growth Measure process by indicating the elements for which they require flexibility and submitting the request to the State Board of Education for approval.

Recommendation:

It is recommended that the State Board of Education consider the proposal for Alternative Growth Measures for CTE teachers.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Action during the May 2017 State Board of Education meeting. (See Attachment ES&P 2)

Upon motion by Dr. Olivia Oxendine and seconded by Ms. Becky Taylor, the Board voted unanimously to approve the Alternative Growth Measures for Career and Technical Education Teachers. (See attachment ES&P 2)

ACTION ON FIRST READING

ES&P 3 – Educator Preparation Program Approvals for Institutions of Higher Education Policy
SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Joyce Gardner (Director, Educator Preparation) and Dr. Andrew Sioberg (Service Support Coordinator, Educator Preparation)

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

Recommendations:

It is recommended that the programs presented on the attached list be approved by the SBE.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Action on First Reading during the May 2017 State Board of Education meeting. (See Attachment ES&P 3)

Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Educator Preparation Program Approvals. (See attachment ES&P 3)

DISCUSSION

ES&P 4 – Amendment to General Licensure Requirements Policy: Addition of Specific World Languages

Policy Implications: SBE Policy LICN-001

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Division of K-12 Standards, Curriculum and Instruction)

Description:

This item is an amendment to SBE Policy LICN-001 (formerly TCP-A-001) to indicate the specific language(s) for which a teacher is qualified to teach on his/her K – 12 teaching license. There are 13 languages that need to be added; 11 of them are already being taught and 2 of them (Korean and Swahili) are available at NC college and university campuses and have heritage communities in our state. Once these languages are added to the policy, Licensure will create numerical licensure codes for these languages plus American Sign Language, which is already on the K-12 list, so that *K-12 North Carolina World Language Essential Standards* programs (SCOS-009) are reflected in teacher licensure codes.

Recommendations:

It is recommended that the State Board of Education approve the recommendation to indicate specific languages as indicated on a teacher's professional teaching license.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Discussion during the May 2017 State Board of Education meeting. (See Attachment ES&P 4)

DISCUSSION

ES&P 5 – Licensure Renewal Policy: Digital Learning Competencies for Teachers and Administrators

Policy Implications: G.S. 115C-296 (b)(1)c and SBE Policy LICN-005

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Objective 3.1: Develop and support highly effective principals

Presenter(s): Dr. Maria Pitre-Martin, Chief Academic and Digital Learning Officer and Ms. Verna Lalbeharie, Director of Digital Teaching and Learning

Description:

NCDPI proposes a change to existing State Board of Education policy (LICN-005) to integrate digital teaching and learning into the requirements for licensure renewal per G.S. 115C-296 (b)(1)c:

"The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall (i) ... (ii) ... and (iii) integrate digital teaching and learning into the requirements for licensure renewal."

NCDPI engaged multiple stakeholders (e.g. including LEA Superintendents, Human Resource Directors, Technology Directors; NC School Boards Association; and the University of North Carolina-General Administration) and recommends amending the continuing education unit (CEU) requirements for licensure renewal outlined in LICN-005 to include two CEUs that address the Digital Learning Competencies. This policy amendment will impact educators with licenses expiring on or after June 30, 2019.

Recommendations:

It is recommended that changes to the licensure renewal requirements on the attached list be discussed by the SBE with the intent that changes will be brought back to the SBE in June 2017 for action.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Discussion during the May 2017 State Board of Education meeting. (See Attachment ES&P 5)

DISCUSSION

ES&P 6 – Amendment to General Licensure Requirements Policy: Career and Technical Education

Alternative Licensing

Policy Implications: SBE Policy LICN-001

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Ms. Jo Anne Honeycutt, Director, Division of Career and Technical Education (CTE), Ms. Carol F. Short, Project Manager, Career Readiness Initiative.

Description:

This item is a modification to SBE Policy LICN-001 (formerly TCP-A-001) for Career and Technical Education (CTE). CTE is driven by input from business and industry to develop standards. Frequently curriculum changes based on certifications recommended by business and industry require that modifications are made to the CTE specific portion of LICN-001 that addresses alternative licensing routes. By moving that portion of the policy to a manual that is updated annually, CTE is allowed to continue to stay current with business, industry, and

changes in higher education programs for CTE. In addition, the manual format provides greater consistency in language among the licensure areas. The CTE Manual is brought to the State Board of Education for review annually in May for July implementation.

Recommendations:

It is recommended that the State Board of Education approve the recommendation to move the CTE specific alternative licensing policy to **The Manual for Alternative Career and Technical Education License Routes and CTE Endorsement Areas**.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Discussion during the May 2017 State Board of Education meeting. (See Attachment ES&P 6)

CHAIRMAN’S CLOSING COMMENTS

Under the Chairman’s Remarks, Chairman Cobey began by thanked Board members and staff for their preparation and participation in this month’s meeting, noting that he knows that you all juggle multiple priorities all the time.

Chairman Cobey stated that it is difficult to realize that we are approaching the end of the traditional calendar school year and that our schools, teachers, administrators, students, and parents are busy preparing for the year’s end, for graduation, and for summer plans. He added that it is always rewarding, however, to see the cycle continue through our students who are in our care as they prepare for their futures. As always, we wish them well, along with our year-round calendar schools as they continue with their tracks throughout the year. Chairman Cobey noted that next month will be the last meeting with us for Dr. Williamson, Ms. Chalmers, and Ms. Triplett. We cannot thank them enough for their service and their input on many, many issues during their tenure, and will say good-bye to them officially next month.

Chairman Cobey also reminded the Board members that the North Carolina’s Governor’s School, which is operated by DPI under the auspices of the State Board of Education, will begin operating on June 18 and will continue through Wednesday, July 26. He shared that it was the first school of its type in the nation, and is a school through which many, many outstanding students have passed and have looked back on it as one of the highlights of their education.

He encouraged the Board to attend either our location in Raleigh at Meredith College or in Winston-Salem at Salem College. If you contact Mr. Hill or Ms. West, they can put you in contact with Governor’s School staff who can make the arrangements for your visit. Chairman Cobey shared that we are hopeful that Governor Cooper can clear some time to visit one or both campuses, and will be working with staff to extend a formal invitation to him.

Chairman Cobey also reminded the Board that our June meeting will actually begin with another Planning and Work Session and that it will be held on Tuesday, May 30, and that our local boards, principals, teachers, and

external partners will be sharing their feedback with us. He noted to please mark your calendars and hold this day, in addition to our regular Wednesday and Thursday next month, and also noted that our July 6 Board meeting will not be a conference call meeting. The plan at this time is for an extended time one-day meeting.

Chairman Cobey told the Board to remain vigilant in checking their email and returning any messages to Board or DPI staff regarding legislative issues, and noted that many education bills have been introduced and much is at stake.

NEW BUSINESS

Chairman Cobey recognized Mr. Alcorn for a motion. Mr. Alcorn made a motion to amend State Board of Education Policy BSOP-013, Delegation of Authority from the State Board of Education to the State Superintendent. The amendment to the policy eliminates the Chief of Staff position from the dual report list and adds the Chief District and School Support Officer. The DSS position will be a dual report to both the SBE and the State Superintendent.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to approve Amending the State Board of Education Policy BSOP-013, Delegation of Authority from the State Board of Education to the State Superintendent, as presented.

Mr. Alcorn also made a motion to authorize the creation of the Chief District Schools Support Officer position and the designation of that position as exempt policy making.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to Authorize the Creation of the Chief District Schools Support Officer Position and the Designation of that Position as Exempt Policy Making, as presented.

Mr. Alcorn also made a motion to authorize the creation of the Chief of Staff position and the designation of that position as exempt policy making, and noted that this position will report directly to the State Superintendent and will no longer be a dual report position.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to Authorize the Creation of the Chief of Staff Position and the Designation of that Position as Exempt Policy Making, and this Position will Report Directly to the State Superintendent and will no Longer be a Dual Report Position, as presented.

Superintendent Johnson thanked the Board for allowing him to hire a Chief of Staff.

Mr. Alcorn stated that the changes that the Board has just approved are shown on a draft copy of the organization chart of the DPI Executive Leadership team. Mr. Alcorn made a motion to approve this organization chart.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. A.L. Collins, the State Board of Education voted unanimously to Approve the Draft Copy of the Organization Chart of the DPI Executive Leadership Team, as presented.

Chairman Cobey recognized Mr. Davis for a motion. Mr. Davis made a motion that the SBE name Dr. Maria Pitre-Martin as the Deputy State Superintendent.

Upon motion by Mr. Eric Davis, and seconded by Mr. Reginald Kenan, the State Board of Education voted to name Dr. Maria Pitre-Martin as the Deputy State Superintendent, as presented – Ms. White opposed the vote.

Ms. White commented for clarity that she would be voting on this motion, but is it not a reflection of support for the person being nominated, but more about the process. Superintendent Johnson encouraged Board members to vote no on this motion based on the process, but certainly not a reflection of the person, and that this was the SBE decision, and that all the candidates interviewed were exceptional. Dr. Oxendine stated that she has concerns about the process and will be voting in favor of the candidate.

Chairman Cobey and the Board congratulated Dr. Pitre-Martin. He thanked the Board for approval of the motions today and added that we look forward to working with our new Deputy State Superintendent and wished her well as she carries out her duties.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn.

Upon motion by Mr. Greg Alcorn and seconded by, Mr. McDevitt, Board members voted unanimously to adjourn the May 4, 2017, meeting of the State Board of Education.